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ABSTRACT

Federal funding sources available to school districts for meeting the needs of at-risk students are listed in this document. Each source is grouped according to its dropout prevention and retrieval strategy. These strategies include school-site management; student-oriented, teacher-oriented, and collaborative approaches; structured intervention approaches; and dropout services. Information is provided about each program's purpose, application deadlines, eligibility and restrictions, the grant-making process, and contact persons. The last section includes a summary of some private funding sources, publications of interest, and an overview of 1990 education appropriations. (LMI)

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FEDERAL AND PRIVATE FUNDING SOURCES GUIDE FOR DROPOUT PREVENTION AND RETRIEVAL PROGRAMS

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DROPOUT PREVENTION AND RETRIEVAL SECTION
OFFICE OF LEADERSHIP AND SCHOOL IMPROVEMENT
SOUTH CAROLINA DEPARTMENT OF EDUCATION

Charlie G. Williams, State Superintendent
July 1990

EA 022 753

INTRODUCTION

This listing of federal funding sources has been compiled for the purpose of providing school districts with additional resources as they seek to provide a wide range of services for At-Risk students. Competition is high for the limited state dollars and these sources may provide a valuable alternative for those worthy projects which have not been funded.

Each of the sources listed was identified as being related to some of the strategies that might be part of a district's overall plan for dropout prevention and retrieval. The strategies have been grouped into the following categories:

1. School Site Management
2. Student Oriented Approaches
3. Teacher Oriented Approaches
4. Collaborative Approaches
5. Structured Intervention Approaches
6. Services to Dropouts

Many of the sources fall into more than one category and are cross referenced. The last section includes a summary of some private funding sources, publications of interest, and an overview of the 1990 ED appropriations.

The format of the sources is designed so that the major components can be quickly identified to determine if the activities allowed by the program would match the plans being made by your school or district. The key contact person is identified at the end of each source. This person will have detailed information regarding all aspects of the program. With a listing of this size, and considering the changing guidelines of federal programs, the information collected here may become dated quickly. Should you find that major changes have been made in a program, please contact the Dropout Prevention and Retrieval Section of the Office of Leadership and School Improvement so that the information can be shared in future updates of this guide.

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PROGRAM: EARLY EDUCATION FOR HANDICAPPED CHILDREN

PURPOSE: To conduct various experimental, demonstration, outreach, research, training, and technical assistance projects designed to promote the improvement of programs to address the special problems of handicapped children from birth through age eight and their families.

DEADLINE: For grants and cooperative agreements, announced periodically in the **Federal Register**; for contracts, announced periodically in the **Commerce Business Daily**.

KEY FACTS

Eligibility: Public agencies and nonprofit private organizations are eligible for grants and cooperative agreements; in addition, for-profit agencies may also receive grants and cooperative agreements for activities 5) and 6). Anyone may compete for a contract.

Allowable Activities: ED makes awards for a variety of activities designed to: address the special problems of handicapped children from birth through age eight and their families; and to help state and local agencies in expanding and improving programs and services for these children and their families.

The program funds seven kinds of activities. For the purposes of a specific competition, ED usually establishes more detailed specifications (funding priorities) for the type of activities it intends to fund within the general scope of a project category, such as projects focusing on a specific kind of disability or educational setting.

The seven project categories are:

- 1) **Experimental projects** -- support the design of investigative models that compare alternative and innovative practices related to early intervention, preschool, and early education services for children with handicaps and their families.
- 2) **Demonstration projects** -- assist in developing and implementing preschool and early intervention program practices that establish specific strategies and products worthy of dissemination and replication.

- 3) **Outreach projects** -- support the replication of established practices to assist other agencies and organizations in expanding and improving services to children with handicaps and their families.
- 4) **Research institutes** -- carry on sustained research to generate and disseminate new information on preschool and early intervention programs.
- 5) **Research projects** -- identify and meet the full range of special needs of handicapped children from birth through age eight.
- 6) **Training projects** -- support the training of personnel for programs specifically designed for children with handicaps.
- 7) **Technical assistance system** -- is operated by a single contractor, who is required to deliver technical assistance designed to assist entities operating demonstration, outreach, and experimental projects and to help state agencies expand and improve services for handicapped children.

Demonstration, outreach, and experimental projects include activities and services designed to: a) facilitate the intellectual, emotional, physical, mental, social, speech, language development, and self-help skills of handicapped children, birth through age eight; b) encourage the participation of the parents of these children in the development and operation of projects for their children; c) acquaint the community to be served by projects of the problems and potentialities of such children; d) offer training about exemplary models and practices to state and local personnel who provide services to handicapped children from birth through age eight; and e) support the adoption of exemplary models and practices in states and local communities.

Experimental, demonstration and outreach projects must be coordinated with state and local educational agencies and appropriate public and private health and social service agencies, in order to inform those agencies of the nature and purposes of the assisted project's activities or services, and provide opportunities for project staff to coordinate their activities with staff of other agencies.

Restrictions: Recipients of demonstration, outreach, and experimental grants and cooperative agreements must provide at least 10 percent of the project cost, in cash or in kind. The match may be waived for projects conducted by Indian tribes when they can demonstrate that they do not have sufficient resources to provide the match.

Projects may not charge assisted children fees or tuition. Program funds may not be used for construction.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: ED will periodically announce competitions for one or more of the project categories described above. Within the general scope of a project category, ED may establish more detailed specifications (funding priorities) for the type of activities it intends to fund, such as projects focusing on a specific kind of disability or educational setting.

Contract competitions are announced in the form of Requests for Proposals (RFPs) published in the Commerce Business Daily. Competitions for grants and cooperative agreements will be announced in the Federal Register. Applications will only compete against applications in the same project category.

Applications must describe the project plan, budget and key personnel.

Selection Criteria: ED staff and field readers evaluate applications on a competitive basis according to weighted criteria. For contract competitions, factors will be specified in the RFP. Generally, applications for grants and cooperative agreements will be evaluated according to the criteria listed below, except that for training projects, ED may use the selection criteria for the program, Training Personnel for the Education of the Handicapped (described elsewhere in this chapter), if ED judges that those criteria are more appropriate for the particular training project.

The criteria used to evaluate grants and cooperative agreements (totaling 100 points) are: importance (15 points); impact (15); technical soundness (35 points); plan of operation (10); evaluation plan (5); quality of key personnel (10); adequacy of resources (5); budget and cost-effectiveness (5).

ED also tries to ensure an equitable geographic distribution of awards.

INFORMATION CONTACT

Headquarters: Mary Ann McDermott, Educational Program Specialist, Division of Educational Services, Office of Special Education Programs, U. S. Department of Education, 400 Maryland Avenue, SW, Room 4613 Switzer Building, Washington, D. C. 20202. Telephone: (202) 732-4278.

PROGRAM: RESEARCH IN EDUCATION OF THE HANDICAPPED

PURPOSE: To support research, survey, and demonstration projects designed to improve special education and related services and early intervention services for handicapped children.

DEADLINE: Deadlines for grants and cooperative agreements are published in the Federal Register; deadlines for contracts are published in the Commerce Business Daily.

KEY FACTS

Eligibility: Institutions of higher education, state and local education agencies, and other public and private nonprofit organizations are eligible to apply.

Allowable Activities: Eligible organizations may receive grants, contracts, or cooperative agreements for research, surveys, and model demonstration projects to improve special education services (including physical education and recreation), related services, and early intervention services for handicapped children of all ages.

Research projects should generate knowledge about handicapping conditions and translate this knowledge into practical educational techniques, services, and materials to serve the handicapped.

Model projects must develop and implement innovative educational programs that serve handicapped infants, toddlers, children and youth either directly or indirectly. They must be designed to make a significant improvement in special education or early intervention services; provide information regarding the comparative effectiveness of the model being demonstrated; continue beyond the award period; and provide for dissemination and replication of a successful program.

Activities that will be supported under this program include:

- a) the development of new and improved techniques and devices for teaching handicapped children;
- b) the development of curricula which meet the unique educational and developmental needs of the handicapped;
- c) the application of new technologies and knowledge for the purpose of improving the instruction of handicapped children;
- d) the development of program models and exemplary practices in areas of special education and early intervention;

- e) the dissemination of information on research and related activities conducted under this program to handicapped regional resource centers and other interested organizations and individuals; and
- f) the development of instruments, including tests, inventories, and scales for measuring progress of handicapped children across a number of developmental domains.

ED biennially publishes for public comment its proposed research priorities for the coming two years. After a 60-day comment period, it publishes its research priorities in final form.

Normally, the department holds a variety of competitions through the fiscal year addressing different topics (e.g., educating mildly handicapped or learning disabled in general classrooms, educating seriously emotionally disturbed children, home and school cooperation in social and motivational development), activities (e.g., research, demonstrations, or dissemination), types of data (e.g., school-based research examining school data relating to implementation of P.L. 94-142), or source of the proposal (e.g., field-initiated or student-initiated).

ED holds separate competitions for model demonstration and research programs.

Restrictions: No match is required under this program. Applicants should not seek funds from this program to provide ordinary special education services.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: Contract competitions are announced as Requests for Proposals (RFPs) in the **Commerce Business Daily**. Grant and cooperative agreement competitions are announced in the **Federal Register**.

All applications and proposals are submitted directly to ED and must contain:

- 1) explanation of the project's purpose and the importance of the problem or issue to be addressed;
- 2) statement of methodology;
- 3) resource and personnel;
- 4) expected impact;
- 5) an evaluation plan; and
- 6) interagency coordination plans and agreements, if appropriate.

Model projects should also contain a plan for continuation, dissemination, and replication.

Selection Criteria: Peer review panels evaluate applications on a competitive basis according to weighted criteria. For contract competitions, RFPs will specify the factors that will be used for evaluation.

For grants and cooperative agreements, ED will use factors such as: plan of operation, budget and cost-effectiveness, evaluation plan, adequacy of resources, quality of key personnel, importance, impact, organizational capability, and technical soundness. For research projects, technical soundness has relatively more weight than for other projects. For demonstration projects, innovativeness is also considered. Other projects include criteria for meeting the purposes of the statute and need for the project.

INFORMATION CONTACT

Headquarters: Nancy Safer, Chief, Directed Research Branch, Division of Innovation and Development, Office of Special Education Programs, U. S. Department of Education, 400 Maryland Avenue, SW, Room 3526 Switzer Building, Washington, D. C. 20202. Telephone: (202) 732-1109.

PROGRAM: NATIONAL PROGRAM FOR MATH AND SCIENCE EDUCATION

PURPOSE: To support projects of national significance designed to improve the quality of instruction in mathematics and science.

DEADLINE: Announced annually in the Federal Register.

KEY FACTS

Eligibility: SEAs, LEAs, institutions of higher education (IHEs), and public and private nonprofit organizations (including museums, libraries, educational television producers, distributors and stations, and professional science, math and engineering societies and associations) are eligible for grants and cooperative agreements. Funds are awarded through a national competition usually held once each year.

Special consideration in making awards under the national program for science and math education is given to: LEAs, consortia of LEAs, IHEs and public and private nonprofits providing special services to historically underserved and underrepresented populations (and especially underserved and underrepresented gifted and talented children) in the fields of math and science; and programs that train and retrain teachers in methods of scientific inquiry and provide materials which aid in the education of students. Training and retraining programs that are developed and currently operating and which are disseminated throughout a region are considered even higher.

For the purposes of this program, historically underserved and underrepresented populations include females, minorities, handicapped persons, persons with limited English proficiency, economically disadvantaged persons, and migrants.

Allowable Activities: The National Program for Mathematics and Science Education supports projects of national significance in elementary and secondary schools which are designed to improve the skills of teachers and instruction of math and science, and to increase the access of all students to the instruction.

The program, authorized by the 1988 Dwight D. Eisenhower Mathematics and Science Education Act (part of the massive Hawkins-Stafford education law), used to be known as the Secretary's Discretionary Program for Mathematics, Science, Computer Learning and Critical Foreign Languages. Its size was reduced and its scope more focused by the 1988 amendments.

The education amendments relegated foreign language instruction to a new, free-standing program (not yet funded) while they reduced the importance of computer learning in this program. The program now also receives a lesser share of math/science monies -- 4 percent of the annual Eisenhower Act's appropriation as opposed to 9 percent of the previous law's appropriation. (The bulk of the Eisenhower Act funds go to fund state-operated programs, as described in the previous program description).

ED may establish priorities for each competition it holds, chosen from the following options: improving teacher recruitment and retention; improving teacher qualifications and skills; improving curricula, including the use of new technologies; establishing or improving magnet schools; providing services to historically underserved or underrepresented populations (listed above), especially gifted and talented children from within these populations; building upon or adding to a project that is already developed and disseminated; training and retraining teachers in methods of scientific inquiry; and providing materials that help educate students.

Of course, all projects must be in the context of math or science education. ED may limit any priority to math or science, particular educational levels, or any combination of these subject areas and educational levels.

Restrictions: An SEA or LEA applying for a grant for a nationally significant demonstration project must provide for the equitable participation of children and teachers in private elementary and secondary schools if the applicant proposes to use the grant to provide benefits to children and teachers in the public schools, including the provision of services, materials, equipment and training or retraining.

The program does not provide operating funds to meet local needs. ED may limit the amount of funds that may be used to buy equipment.

Projects that receive funding under other parts of the Eisenhower Act (see previous program description) may not get money under this program.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: ED periodically publishes application notices in the Federal Register. Each notice will list the priorities of that competition. However, eligible grantees may submit unsolicited applications at any time if the proposed project meets the purposes of the program and satisfies the requirements described above.

Selection Criteria: Applications are evaluated according to weighted criteria with relative point values totaling 100 points (10 of which are reserved for distribution among the criteria in each competition): a) plan of operation (15 points); b) quality of key personnel (5); c) budget and cost-effectiveness (5); d) evaluation plan (10); e) improvement of the quality of teaching and instruction in mathematics and science languages (25); f) national significance (20); and g) applicant's commitment and capacity (10). For unsolicited applications, ED will assign the additional 10 points to criteria f), national significance.

INFORMATION CONTACT

Headquarters: Alan Schneider, Office of Educational Research and Improvement, U. S. Department of Education, Suite 522, 555 New Jersey Avenue, Washington, D. C. 20208. Telephone: (202) 357-6496.

PROGRAM: STAR SCHOOLS

PURPOSE: To provide demonstration grants to telecommunications partnerships to introduce satellite technology into the classroom and bring instruction in math, science, foreign languages, and other subjects to areas that lack sufficient resources.

DEADLINE: Announced every two or three years in the Federal Register. A new funding round was expected to be held sometime in FY 1990.

KEY FACTS

Eligibility: An eligible telecommunications partnership must be organized on a statewide or multistate basis and consist of either of the following:

- A public agency or corporation, representing Chapter I eligible elementary and secondary schools, that develops and operates telecommunications networks to enhance educational opportunities provided by educational institutions, teacher training centers, and other entities; or
- A partnership which will provide a telecommunications network and include:

One of the following: a state educational agency (SEA); a state agency for higher education (SAHE); a local educational agency (LEA) with a significant number of Chapter I eligible elementary and secondary schools or Chapter I eligible schools operated for Indian children by the Bureau of Indian Affairs; and

Two or more of the following: an institution of higher education (IHE); a teacher training center which provides preservice and inservice training, and receives federal financial assistance or has been approved by a state agency; or a public agency, private organization, or public broadcasting entity, with experience or expertise in the planning or operation of a telecommunications network.

Allowable Activities: Star Schools is designed to enable elementary and secondary school students and teachers to engage in critical learning experiences that might not otherwise be available, by providing technology such as satellite distribution of video-based courseware and telephone and computer-based technologies that permit two-way interaction -- thus bringing students and teachers from throughout the country into the same electronic classroom.

Star Schools guarantees use funds to develop, construct, and acquire telecommunications audio and visual facilities and equipment; to develop and use of the facilities and instructional programming.

At least 25 percent of the funds available in any fiscal year must defray the cost of instructional programming. At least 50 percent of each fiscal year appropriation must be used to serve students and teachers in Chapter I eligible LEAs.

Specific types of projects that may be funded include: the design, development, construction, and acquisition of state or multistate educational telecommunications networks and technology resource centers; microwave, fiber optics, cable, and satellite transmission equipment; reception facilities; satellite time; production facilities; other telecommunications equipment capable of serving a wide geographic area; training services for elementary and secondary school teachers (particularly in schools receiving Chapter I assistance) in using the facilities and equipment; and the development of educational telecommunications programming.

ED gives priority to projects which demonstrate:

- A concentration and quality of math, science, and foreign language resources which, through the efforts of the telecommunications partnership, will offer significant new educational opportunities to participants (particularly those from traditionally underserved groups and areas with scarce resources);
- Direct cooperation and involvement of public and private educational institutions, state and local government, and industry, in planning the network;
- Service to the broadest range of institutions, including public and private elementary and secondary schools (particularly those with high levels of Chapter I eligible children), institutions providing instruction outside the school setting, IHEs, teacher training centers, research institutes, and private industry;
- Participation by a significant number of educational institutions;

- Substantial academic and teacher training capabilities;
- Service to a multistate area; and
- Meeting the needs of groups traditionally excluded from careers in math and science because of discrimination, inaccessibility, or economically disadvantaged backgrounds.

After receiving an award, a partnership must report to ED a listing and description of its courses, materials, and teacher training centers to be transmitted via satellite, specifying when and where such transmissions will occur.

The law requires ED to disseminate and distribute to all SEAs a listing and description of available satellite courses and teacher training centers equipped with satellite capabilities.

Restrictions: The federal share in each fiscal year is set at 75 percent; grantees must provide the other 25 percent of project costs. ED may waive or reduce the non-federal share in individual cases of financial hardship.

Administering Agency: U. S. Department of Education

Application Procedure: Application notices are published in the Federal Register. An application must describe the telecommunications facilities and equipment to be funded, and the technical assistance sought.

An application must also describe or assure: if applicable, the types of instructional programming planned; the results of a survey and analysis of the area to ensure that the services offered by the partnership increase the availability of courses; teacher training policies to be implemented; the financial interest of the U. S. will be protected by the telecommunications equipment; a significant portion of the facilities will aid schools with a high percentage of Chapter I aided children; the manner in which traditionally underserved students will participate in the benefits of the program; funds will be used to supplement, not supplant funds otherwise available for this program; and additional information ED may require.

Selection Criteria: In Fy 1988, the first year in which the program awarded grants, applications were evaluated according to the following weighted selection criteria totaling 100 points: a) meeting the purposes of the authorizing statute (30 points); b) extent of need for the project (20); c) plan of operation (20); d) quality of key personnel (10); e) budget and cost-effectiveness (5); f) evaluation plan (5); and g) adequacy of resources (10).

In FY 1989, only continuation awards were made. At press time, ED had not determined which criteria it would use if Star Schools were funded again in FY 1990.

ED assures an equitable geographic distribution of awards.

INFORMATION CONTACTS

Headquarters: Frank Winthrop, Technical Team Leader, OERI/END, U. S. Department of Education, 555 New Jersey Avenue, NW, Washington, D. C. 20208. Telephone: (202) 357-6126.

PROGRAM: SECRETARY'S FUND FOR INNOVATION IN EDUCATION

PURPOSE: To identify and disseminate innovative educational approaches in education, including, among other areas, comprehensive school health education, computer-based instruction, technology education, innovative alcohol abuse education, and optional tests for educational excellence.

DEADLINE: ED publishes application notices from time-to-time in the **Federal Register** (grants) and/or the **Commerce Business Daily** (contracts).

KEY FACTS

Eligibility: Generally eligible are SEAs, LEAD, institutions of higher education (IHEs), private schools, and other public and private organizations.

Allowable Activities: The program funds programs and projects which show promise of identifying and disseminating innovative educational approaches in education.

The statute identifies five specific kinds of activities that may be funded under the program: optional tests for educational excellence, technology education, computer-based instruction, improvement of comprehensive school health education, and innovative alcohol abuse education. In addition, the Secretary of Education is granted general authority to fund other innovative discretionary projects that meet the purpose of the program. Each of these categories was funded in FY 1989, except for alcohol abuse education and optional tests for educational excellence. Details on each category, including FY 1989 funding estimates, will be found under the specific category below. FY 1989 funding estimates, will be found under the specific category below:

Optional Tests for Academic Excellence:

ED, after consultation with SEAs, LEAs and public and private organizations, approves or develops (where commercially unavailable) tests to identify outstanding eleventh grade students in public and private schools.

SEAs, LEAs, public and private secondary schools, and public and private organizations administer the tests on a voluntary basis. Students must apply for the test. ED pays the administering agency or school the cost of administrative expenses, and assures that the tests are conducted in a secure manner and are confidential. ED awards a signed certificate of achievement to students who have achieved a sufficiently high test score (as determined by ED), within 60 days of testing. ED prepares and submits to Congress, by an unspecified date, a report on the estimated costs of administering, scoring, and analyzing the tests.

No funds were appropriated for this program in FY 1989.

Technology Education:

Under the technology education program, ED develops materials for educational television and radio programming for use in elementary and secondary schools, together with programs which use telecommunications and video resources for the instruction of public and private elementary and secondary students and for related teacher training programs for public and private elementary and secondary school teachers.

ED uses funds for: programs and projects that use such technology to address educational needs in critical subject matter areas; projects to train public and private school teachers, administrators and other educational personnel in the use of educational technology and its coordination with the school curriculum; or educational television, educational radio, telecommunications or video resources programs or projects which promote partnerships involving schools, parents, SEAs, IHEs and the community.

For the purpose of this program, the term "telecommunications" means the full range of technologies that can be used for educational instruction, including closed circuit television, educational television and radio broadcasting, cable television, satellite transmission, computer laser discs, and video and audio discs and tapes.

ED expected to have about \$1 million for this program in FY 1989, but at the time this program description was written, it appeared likely that the funds would be awarded to the Children's Television Workshop to continue previously funded television programming.

Computer-Based Instruction:

ED makes grants and enters into contracts to strengthen and expand computer education resources in public and private elementary and secondary schools.

To receive a grant, an applicant must carry out planning activities to facilitate the use of federal funds to expand computer resources in schools. Planning activities include: setting goals for computer education in schools; integrating computer education with the curriculum; where appropriate, providing for use of computers after school by students, teachers, parents and adult learners; and establishing standards for the evaluation of computer education.

Uses of the funds include: acquisition and leasing of computer hardware and software, and related services and instructional materials; and teacher training programs in computer education, including paying stipends of \$275 per week and entering into cooperative agreements with the National Science Foundation and other nonprofit agencies. The cost of acquiring computer hardware may not exceed 25 percent of a grant.

Congress earmarked \$4.94 million for this program in FY 1989. ED estimated that this would fund some 25 awards ranging in project period from 12 to 36 months and ranging in amount (first year funding) from \$100,000 to \$300,000. The FY 1989 competition was announced in the Federal Register on May 39, 1989 at 54 FR 23190.

Improvement of Comprehensive School Health Education:

ED may establish an Office of School Health Education to coordinate a school health policy, advise the Secretary on school health matters, and disseminate information on the benefits to health education of utilizing a comprehensive health curriculum in schools.

Through the office, ED may encourage SEAs and LEAs to provide comprehensive health education to elementary and secondary school students and offer technical support and grants; issue an annual report on the progress of the office and the status of health education; and cooperate with other federal agencies in school health education matters.

Grants may be used for the following areas of school health education: personal health and fitness; nutrition; mental and emotional health; prevention of chronic disease; substance use and abuse; accident prevention and safety; community and environmental health; prevention and control of communicable diseases; effective use of the health services delivery system; and development and aging.

Congress earmarked \$2.96 million for this program in FY 1989. ED estimated that it would award some 15 grants ranging in project period from 12 to 36 months and ranging in amount (first year funding) from \$100,000 to \$300,000. The FY 1989 competition was announced in the Federal Register on May 30, 1989 at 54 FR 23190.

Innovative Alcohol Abuse Education Programs:

This component of the Secretary's Fund for Innovation in Education was added by the 1988 Anti-Drug Abuse Act (P.L. 100-690).

Under this program, ED is authorized to develop materials for innovative programs of alcohol abuse education, especially programs that focus on the effect of the disease of alcoholism on families of alcoholics, particularly with respect to children of alcoholics. Programs for which materials are developed should be designed to benefit young children, particularly children in grades 5 through 8.

ED is also authorized to make grants for training programs for educators that are designed to:

- 1) increase awareness of children's problems that may be caused by an alcoholic parent;
- 2) enhance the ability of such educators to identify children at risk for alcohol abuse;
- 3) inform such educators concerning referral of children of alcoholics for appropriate professional treatment; and
- 4) train such educators to inform the public about the special problems of children who have an alcoholic parent.

This newly-authorized program was not funded in FY 1989, but it is highly probable that it will receive money in FY 1990.

Other Discretionary Activities:

The ED Secretary may fund other programs and projects that show promise of identifying and disseminating innovative approaches at the preschool, elementary and secondary level. Otherwise, the FY 1989 competition was wide open for pretty much any innovative idea.

Roughly \$5.8 million was available for this program in FY 1989. ED estimated it would make some 16 awards ranging in project period from 12 to 36 months and in amount (first year funding) from \$200,000 to \$600,000. The FY 1989 competition was announced in the Federal Register on May 30, 1989 at 54 FR 23191.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: ED announces competitions for each area from time to time in the **Federal Register** (grants) or the **Commerce Business Daily** (contracts). In the notice, ED will specify any special priorities applicable to that competition.

In the first grant competition, held in FY 1989, ED operated the program under the terms of the statute and the Education Department General Regulations (EDGAR). However, the department indicated that it might establish specific regulations and absolute priorities for future competitions.

Selection Criteria: In the first grant competition, held in FY 1989, ED evaluated application on a competitive basis according to weighted selection criteria (totaling 100 points) as described in EDGAR: meeting the purposes of the statute (30 points); extent of need for the project (20); plan of operation (20); quality of key personnel (7); budget and cost-effectiveness (5); evaluation plan (15); and adequacy of resources (3). (Note: Weights may change in future competitions.)

Under each of the three program components in the FY 1989 grant competition, ED specified some invitational priorities, but addressing these priorities carried no competitive advantage for applicants, and ED accepted applications proposing other activities conforming to the purposes of the three program components.

If ED chooses to award contracts to carry out any program activities, the selection criteria will be specified in the **Commerce Business Daily**.

INFORMATION CONTACTS

Headquarters: Fund for the Improvement and Reform of schools and Teaching, Office of Educational Research and Improvement, U. S. Department of Education, 555 New Jersey Avenue, NW, Room 522, Washington, D. C. 20208-5524. Telephone: (202) 357-6496.

PROGRAM: PRECOLLEGE SCIENCE AND MATHEMATICS TEACHER PREPARATION AND ENHANCEMENT

PURPOSE: To improve precollege science and mathematics teaching by supporting model preservice and inservice teacher training programs, recognizing outstanding teachers, and creating networks to help teachers implement innovative science and mathematics education programs.

DEADLINE: Teacher Preparation -- October 15 and April 15;
Teacher Enhancement -- February 1 and August 1;
Science and Mathematics Education Networks -- submit proposals at any time;
Private Sector Partnerships -- varies.

Targeted solicitations are occasionally announced in the **Federal Register** and the **NSF Bulletin**. Deadline for nominations for Presidential Awards for Excellence in Science and Mathematics Teaching is announced in the media and usually falls in mid-March.

KEY FACTS

Eligibility: Organizations with a scientific or educational mission are eligible to submit proposals. These may include: colleges and universities; state and local educational agencies; publishers; professional societies; science museums and zoos; research laboratories; media associations, whether print or electronic; private foundations; private industry and other public and private organizations, for-profit or non-profit. NSF strongly encourages collaborative efforts.

Allowable Activities: NSF works to improve precollege science and mathematics teaching by supporting model preservice and inservice teacher training programs, recognizing outstanding teachers, and creating networks to help teachers implement innovative science and mathematics education programs. NSF seeks projects that are innovative and replicable, stimulate collaboration among various interested organizations and groups (government, institutions of higher education, scientists, industry, teachers, administrators and parents), and result in self-sustaining networks that will continue after NSF support ends.

Projects are supported in the following categories:

- 1) **Teacher Preparation** -- supports the development and evaluation of effective new programs for the preservice preparation of science and mathematics teachers, research on factors affecting the teacher preparation process, and the development of creative new materials to support teacher education.

Appropriate activities include, but are not limited to: development and evaluation of innovative undergraduate programs for preparation of future elementary and secondary teachers of science and/or mathematics; development and evaluation of courses, materials, and software that strengthen preservice preparation of teachers in basic knowledge of science, mathematics, and/or technology; development and evaluation of innovative experiences for preservice or beginning teachers that will improve their effectiveness as teachers and facilitate their induction into the profession; development and evaluation of strategies for attracting and retaining talented students, particularly members of underrepresented populations, in teacher preparation programs; research on effective strategies relative to preservice preparation of teachers and their induction into the profession; and development and evaluation of programs addressing new or emerging teacher certifications in science and mathematics.

- 2) **Teacher Enhancement** -- supports programs designed to renew teachers' career commitments and continue their professional development. The program supports the development of effective approaches and creative materials for the continuing education of elementary, middle, and secondary school mathematics and science teachers. Successful projects emphasize both content and teaching techniques, help teachers develop and exercise leadership qualities and provide opportunities for continuing professional growth and interaction. Typical projects involve intensive summer workshops followed by regular follow-up activities during the next academic year. Teachers often play significant roles in planning and staffing these projects. Among current special interests are projects coordinating technology and modern topics in science and mathematics with exemplary instructional systems.
- 3) **Science and Mathematics Education Networks** -- promotes the creation, evaluation and exploitation of local, regional, or national networks designed to share information or disseminate resource materials relating to the teaching and learning of mathematics and science.

- 4) **Private Sector Partnerships to Improve Science and Math Education** -- is designed to create novel approaches to improving K-12 science and math education. The program uses partnerships between business and industry, school systems and other educational institutions.

Examples of partnership proposals NSF seeks are: science/math motivation of groups underrepresented in technically based jobs (e.g. females, minorities and persons with disabilities); improving the science knowledge and pedagogical skills of elementary teachers; technological literacy for good citizenship; preparation of nonbaccalaureate-bound students for technically based jobs; encouragement of interdisciplinary science teaching; integration of current applications of science and mathematics into course content; and enhancement of the "hands on" or laboratory components of science education.

The partnerships program also seeks a small number of private sector partnerships to improve postsecondary science and math education, targeted at one of the following objectives: preparation on nonbaccalaureate-bound students for technical careers; science or math "literacy" courses for students in nontechnical majors; and adult education for the "scientific literacy" needed for responsible citizenship in today's world.

In addition to these standing grant categories, the program occasionally issues targeted solicitations focusing on special topics.

Funds can cover all necessary costs related to the projects, such as salaries and wages; expendable equipment and supplies; staff travel; for inservice participants in the Teacher Enhancement and Networks program, stipends, room and board, and travel to and from the project site; limited publication costs; and other specific direct and indirect costs.

NSF also supports the Presidential Awards for Excellence in Science and Mathematics, which provide recognition to distinguished middle and secondary school teachers of science and mathematics. Under this initiative, two awards, one to a math teacher and one to a science teacher, are made annually in each state, the District of Columbia, the territories (collectively), and the Department of Defense Dependents Schools. Each award is accompanied by a \$7,500 grant to the teacher's school, to be used at his or her discretion to improve math or science education in that school. Under an NSF contract, the National Science Teachers Association solicits nominations in each state for outstanding teachers of math and science, with final selections made by a national selection committee.

Restrictions: There are no specific matching requirements for this program but NSF encourages some level of cost-sharing. Projects should have national or regional significance and be replicable.

Applicants should not apply for permanent equipment or operational costs, such as instructional/supervisory costs, student support or costs for the large-scale publication of materials. If the project is a large-scale materials development project, commercial publishers should be involved and should be prepared to bear the costs of publishing the resulting materials.

No NSF funds may be requested for expenses for participants in Teacher Preparation Projects of for elementary and secondary school students.

Projects must relate to one of the fields normally supported by NSF: astronomy, life sciences, engineering, behavioral sciences, chemistry computer, information and materials sciences, geophysics, mathematics, physics and the social sciences. NSF does not support research in social work, the arts and humanities or clinical fields, such as medicine, nursing, clinical psychology and physical education.

GRANT-MAKING PROCESS

Administering Agency: National Science Foundation

Application Procedure: Instructions for preparing and submitting proposals are contained in the NSF publication, Grants for Scientific and Engineering Research and the program announcement, Materials Development and Informal Science Education.

Under all components of the program, applicants are encouraged to submit a preliminary proposal in order to get the advice and assistance of NSF staff before preparing a full-blown proposal.

For Science and Mathematics Education Networks, proposals may be submitted at any time. Proposals for Teacher Preparation and Teacher Enhancement are reviewed twice a year; proposals that miss one target date will be held and reviewed at the next meeting of the appropriate review panel. Private Sector Partnerships have one annual deadline which varies from year-to-year.

Deadlines and nomination procedures for Presidential Awards are announced in each state through the public media and educational journals and newsletters.

Special targeted solicitations have hard-and-fast deadline dates; for these competitions, applications must be submitted by the specified date or they will be rejected without review.

Targeted solicitations are announced in the Federal Register and in the NSF Bulletin (published monthly, except for July and August, and available without charge from NSF).

Selection Criteria: NSF staff, advisory committees and outside experts review all applications according to the general factors measuring the research's competent performance, intrinsic merit, utility or relevance, and effect on the infrastructure of science and engineering, as well as any additional criteria listed in the relevant program announcements or solicitations.

INFORMATION CONTACT

Headquarters: Alan McClelland, Deputy Director, Division of Teacher Preparation and Enhancement, Directorate for Science and Engineering Education, National Science Foundation, 1800 G Street, NW, Room 635, Washington, D. C. 20550. Telephone: (202) 357-7751.

PROGRAM: PRECOLLEGE SCIENCE AND MATHEMATICS MATERIALS DEVELOPMENT, RESEARCH AND INFORMAL EDUCATION

PURPOSE: To develop educational materials, technologies and model programs to improve science, mathematics and technology education for both precollege students and out-of-school audiences.

DEADLINE: Target dates are usually different for each program and vary from year-to-year. Targeted solicitations are occasionally announced in the Federal Register and the NSF Bulletin.

KEY FACTS

Eligibility: Organizations with a scientific or educational mission are eligible to submit proposals. These may include: colleges and universities; state and local educational agencies; publishers; professional societies; science museums and zoos; research laboratories; media associations, whether print or electronic; private foundations; private industry; and other public and private organizations, for-profit or nonprofit. NSF strongly encourages collaborative efforts.

Allowable Activities: The program supports projects designed to improve education in science, mathematics and technology through the development of new curricula, educational materials and programs, and the application of new technologies to the task of math and science education. The program not only seeks to improve the education of precollege students in the school environment, but also to increase the scientific literacy of the general public and reinforce in-school education through quality science education in informal out-of-school environments.

Four kinds of projects are funded:

- 1) **Instructional Materials Development** -- supports the development of new or improved instructional materials and strategies for precollege science, mathematics, and technology education. Appropriate activities include but are not limited to, development of materials that:

support new or revised curricula; introduce new subjects, integrate science with other subject areas, or present new applications of science, mathematics or technology; model new approaches to science, mathematics or technology education for the next generation of textbooks; introduce hands-on experience, inquiry learning and improved content; are tailored to the needs of special audiences, such as groups underrepresented in science and engineering, the college-bound students planning to enter the work-force immediately following high school or the gifted and talented; and explore alternative methods of delivering instruction, such as computers, videocassettes and telecommunication.

- 2) **Informal Science Education** -- supports projects that strengthen and enhance the scientific and technical understanding of the public outside of the formal education environment, both young people and adults, and such target groups as women, minorities and the handicapped. Appropriate activities include but are not limited to the development of: science programs broadcast by radio or television designed to reach a large and varied audience; museums exhibitions, both permanent and traveling, that provide direct involvement and "hands on" experience; recreational opportunities that encourage interaction with the resources and staff of museums, science-technology centers, nature centers, zoos, aquaria and planteria; and innovative science programs by organizations and clubs that reach significant target audiences.
- 3) **Applications of Advanced Technologies** -- supports research on the development and application of advanced educational technologies -- particularly the computer -- to science and mathematics education. Projects may focus on technology as a tool, a medium or an object of study, and may involve exploration, development and proof-of-concept demonstrations. Anticipated products are innovative educational systems, authoring languages, networks, problem solving tools, courseware, microworlds, tutors and expert systems that increase the efficiency and effectiveness of instruction at all levels.

- 4) **Research in Teaching and Learning** -- supports basic and applied research on significant factors that underlie effective teaching and learning at all levels. This includes advancing the understanding of how interest and motivation develop in science and mathematics, how students learn complex concepts effectively in problem-solving situations and in making personal decisions, and factors that are influential in governing participation and performance in school science and mathematics courses. Areas of particular interest include the relationships between teachers' subject knowledge and competence and their performance in the classroom, and the effects and significance of direct experience (i.e., laboratory experiences) in the learning process.

In addition to these standing grant categories, NSF occasionally issues targeted solicitations focusing on special topics. For example, NSF solicited proposals in 1989 for projects to address the need for a focus on middle school math. This notice was published in the *Federal Register* on May 30, 1989 at 54 FR 22982.

Funds can cover all necessary costs related to the projects, such as salaries and wages, permanent equipment essential for the purposes of the project, expendable equipment and supplies, stipends, participant room and board and travel from home, publication costs and other specific direct and indirect costs.

Restrictions: There are no specific requirements for this program, but NSF encourages some level of cost-sharing.

Projects should have national or regional significance and be replicable.

Projects must relate to one of the fields normally supported by NSF: astronomy, life sciences, engineering, behavioral sciences, chemistry, computer, information and materials sciences, geophysics, mathematics, physics and the social sciences. NSF does not support research in social work, the arts and humanities or clinical fields, such as medicine, nursing, clinical psychology and physical education.

GRANT-MAKING PROCESS

Administering Agency: National Science Foundation

Application Procedure: Instructions for preparing and submitting proposals are contained in the NSF publication, **Grants for Scientific and Engineering Research** (NSF 83-57) and the program announcement, **Materials Development and Informal Science Education**.

Under all components of the program, applicants must submit a preliminary proposal, which must be approved by program staff before a full proposal will be accepted.

Applications are reviewed three times per year (two in the case of Research in Teaching and Learning); proposals that miss one target date will be held and reviewed at the next meeting of the appropriate review panel. Special targeted solicitations have hard-and-fast deadline dates; for these competitions, applications must be submitted by the specified date or they will be rejected without review.

Targeted solicitations are announced in the **Federal Register** and in the **NSF Bulletin** (published monthly, except for July and August, and available without charge from NSF).

Selection Criteria: NSF staff, advisory committees and outside experts review all applications according to the general and specific criteria listed below:

General Criteria:

1. **Competent performance of the research** -- capability of the investigator(s), technical soundness of the proposed approach, and adequacy of institutional resources available.
2. **Intrinsic merit of the research** -- likelihood that the research will lead to new discoveries or fundamental advances within its field or have substantial impact on progress in that or other science or engineering fields.
3. **Utility or relevance of the research** -- likelihood of contributing to the achievement of a goal that is extrinsic or in addition to that of the research field itself, thereby serving as the basis for new or improved technology or assist in the solution of societal problems.
4. **Effect of the research on the infrastructure of science and engineering** -- potential of the proposed research to contribute to better understanding or improvement of the quality distribution of effectiveness of the nation's scientific and engineering research, education and manpower base.

Specific Criteria:

1. **Impact** -- project has national or regional significance, is likely to have a significant effect on science and engineering education, and/or presents a particularly creative approach that might serve as a model.
2. **Plan** -- is workable, cost-effective, and sound; integrated with similar efforts; includes appropriate evaluation and dissemination plans; and includes plans for continuation after NSF support ends.
3. **Personnel** -- are appropriate.
4. **Products** -- are clearly defined and likely to be of high quality.
5. **Cooperative relationships** -- are well-defined and workable; encourage and facilitate better working relationships among cooperating school systems, their teachers, colleges and universities, and industry; and nurture long-term relationships that will improve the quality of math and science education.
6. **Contributions (intellectual and/or financial)** -- from private sector, institutions of higher education, state and local educational agencies, learned societies, and the like are appropriate and well-defined.

INFORMATION CONTACT

Headquarters: Russell Aiuto, Acting Director, Division of Materials Development, Research and Informal Science Education, Directorate for Science and Engineering Education, National Science Foundation, 1800 G Street, NW, Room 635, Washington, D. C. 20550. Telephone: (202) 357-7452.

PROGRAM: ELEMENTARY AND SECONDARY EDUCATION IN THE HUMANITIES

PURPOSE: To support activities to improve the teaching of the humanities for elementary and secondary students.

DEADLINE: Elementary and Secondary Education -- March 15, 1990;
May 15, 1990; December 15, 1990.
NEH/Readers Digest Teacher-Scholar -- May 1, 1990.
For future deadlines, contact the program office.

KEY FACTS

Eligibility: Individual schools, school systems, colleges, universities, museums, libraries, educational foundations, and consortia of these institutions may receive grants. Individual teachers are eligible for fellowships.

Allowable Activities: Funds support projects and fellowships designed to improve humanities instruction at the elementary and secondary level, principally through teacher training and in-service activities. Projects are supported in the following categories:

National or Regional Projects:

- 1) **Institutes for Teachers and Administrators** -- offer intensive, residential summer study in the humanities for elementary and secondary school teachers and administrators. Normally operated by colleges or universities, but occasionally by large school systems or cultural institutions, these institutes should offer a rigorous program that includes reading and writing about major works under the guidance of leading scholars and discussions of effective ways to teach these works. Institute sponsors are also expected to conduct appropriate follow-up activities, such as subsequent visits to participants' classes to offer advice on incorporating improved humanities instruction into the curriculum. Grants for institutes do not normally exceed \$150,000.

- 2) **Conference Grants** -- are available for institutions that wish to address important national issues in humanities education and that involve a single meeting or series of meetings. The conferences may be sponsored by colleges, school systems, and professional, cultural or educational institutions. A plan for dissemination of the results is required. Conference grants do not normally exceed \$80,000.

Projects in School Systems and Individual Schools:

- 1) **Collaborative Projects** -- promote ongoing partnerships between schools and institutions of higher education, museums or libraries. They bring scholars together with teachers, often for a two to three-year period, to study materials central to their disciplines, to revise curricula, and to address problems in humanities education common to the schools in a given area. The projects may include summer institutes, seminars, conferences, meetings, or working groups to address issues in humanities education. Teachers, school administrators, curriculum specialists, and other educational leaders should be involved. Most important, however, these projects should establish relationships that promise to continue after the conclusion of the activities supported by the grant. Grants for collaborative projects average \$200,000 for a two-year collaborative project.
- 2) **Masterwork Study Grants** -- allow teachers from a particular school or school system to meet with scholars at a nearby college or university to study important texts, topics, and issues in the disciplines of the humanities and explore ways to integrate that learning into teaching. These grants normally average \$13,000.

Individual Study in the Humanities:

- 1) **Summer Fellowships** -- (\$3,000 for two months) for high school teachers who have at least five years teaching experience and wish to perform independent study in one of the humanities disciplines. The Fellowships for Independent Studies in the Humanities program is administered by the Council for Basic Education; for information, write to the following address: Independent Study in the Humanities, Council for Basic Education, Department B-15, Post Office Box 1144, Rockville, Maryland 20850.

- 2) **The NEH/Reader's Digest Teacher-Scholar Program** -- gives elementary, middle, and secondary school teachers stipends of up to \$27,500 for a full year of independent study in the humanities in order to improve their ability to teach the humanities. Prospective fellows must be full-time teachers with three years of classroom experience and intend to return to teaching for at least two years after the project. If the recipient wishes to work with a master in the field, the stipend may be supplemented by a \$500 honorarium for the selected mentor. Also, the award includes \$500 to purchase books for the teacher's school library.

Special Initiatives:

In addition to its regular programs to promote humanities education, NEH has established two special initiatives: the Foundations of American Society -- to promote scholarship on the founding period of the United States; and the Columbian Quincentenary -- to foster research in commemoration of the 500th anniversary of Christopher Columbus' voyage. Proposals are encouraged in all grant-making categories for projects relating to these specific topics.

The endowment defines the term "humanities" to include, but not be limited to, the following disciplines: history; philosophy; languages; linguistics; literature; archaeology; jurisprudence; the history, theory, and criticism of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches. Work in creative or performing arts is not eligible for support by NEH.

Recipients may use grants for the following expenses: salaries for project directors and support personnel; fees for project consultants; travel and subsistence costs for project personnel; stipends for participants; supplies and materials; services required; other related direct costs; and indirect costs applicable to project. Stipends are to be determined by the length of the institute -- normally, Elementary and Secondary Institutes provide travel, room, and board and a stipend of \$250 per week.

Restrictions: For many of the projects supported by the Division of Education, applicants must bear a significant share of the total costs (the amount varies with the type and complexity of the projects). For most projects, applicants are expected to share 15 percent of the total costs. Fellowships do not normally require cost-sharing.

In calculating the amount of cost-sharing for institute grants, the institute may include cash contributions from the home institute of the participants.

NEH provides two kinds of grants: outright grants and "matching" grants. Outright grants are unrestricted federal funds for the federal share of the project. In contrast, release of "matching" funds is contingent on donation of an equal amount to the project by third-party donors. The purposes of the matching funds program are to make federal funds go further and to stimulate third-party donations for the humanities by offering donors the incentive of doubling the impact of their gifts.

NEH specifies the nature of its award at the time of grant notification. NEH may make an award that is a mixture of outright funds and matching funds.

NEH does not usually support: activities that focus exclusively on reading or writing skills, teaching theory, cognitive psychology, remedial education, research in educational methods, or research on tests and measurements; research undertaken in pursuit of an academic degree; individual requests for travel to professional meetings or to research institutions; the purchase of equipment; or the production of the audio or visual components of telecourses.

GRANT-MAKING PROCESS

Administering Agency: National Endowment for the Humanities (NEH)

Application Procedure: Program guidelines and deadlines are included in an application kit periodically updated by NEH. There are usually two or three deadlines each year.

For the purpose of receiving advice and consultation, NEH encourages prospective applicants to submit brief preliminary proposals two or three months prior to the application deadline.

Final applications must contain specific information describing the project, its goals and strategies, its target audience and beneficiaries, identification of project staff, evaluation plans, and (if relevant) plans for the institution to maintain the program in its regular budget after grant support ends.

All proposals submitted should: show how the proposed program would achieve the objectives of humanities education; focus on one or more of the disciplines of the humanities; center on significant works, topics, and commentary in the humanities; reflect the best scholarship in the humanities; and be committed to sustain and build on the benefits to be expected from the proposed activities.

Selection Criteria: Applications submitted to NEH are evaluated by a peer review panel on the basis of criteria which measure the quality of the proposed project, the qualifications of the project staff, and the contributions the project will make to humanities education. The recommendations of the peer review panel are submitted to the National Council on the Humanities, which in turn submits its recommendations to the NEH Chairman, who makes the final selections.

The evaluation criteria are as follows:

1. Project/topic is of central importance to the humanities and likely to result in better humanities instruction;
2. Rationale for project is clear and persuasive;
3. Schedule of activities is well-planned and feasible and the proposal includes an academically rigorous syllabus;
4. Qualified key personnel;
5. Participants -- visiting scholars, etc. -- are interested in and committed to the project;
6. Plans for administration are sound and budget is reasonable;
7. Institution will share costs at an adequate level;
8. Institution has resources to maintain program in future;
9. Proposal contains sound evaluation plan; and
10. Follow-up activities will improve teaching and learning in the humanities.

INFORMATION CONTACT

Headquarters: Ralph Canevali, Program Officer, Elementary and Secondary Education in the Humanities, Division of Education Programs, National Endowment for the Humanities, 1100 Pennsylvania Avenue, NW, Room 302, Washington, D. C. 20506. Telephone: (202) 786-0377.

PROGRAM: ARTS-IN-EDUCATION

PURPOSE: To provide matching grants to help state and local agencies and other nonprofit organizations make fine arts a part of basic education.

DEADLINE: State Arts in Education Grants -- September 15, 1989.
 Arts in Schools Basic Education Grants -- Planning:
 October 6, 1990; Implementation: March 1, 1990.
 Special Projects -- Notice of intent to apply: March
 23, 1990; Application: April 20, 1990.
 For future deadlines, contact the program office.

KEY FACTS

Eligibility: State and local agencies and other nonprofit organizations are generally eligible for this program. Eligibility is further restricted for each of the three categories of grants (see "Allowable Activities," below).

State arts agencies and regional arts organizations must be operating under a basic state grant plan approved by NEA.

Allowable Activities: The program helps state and local agencies and other nonprofit organizations to establish, expand, or improve programs designed to foster student awareness of and education in the arts. Assistance is provided in three categories:

1. **State Arts in Education Grants** -- provide federal funds to state arts agencies to build upon their existing activities designed to make the arts a basic part of education. Support is provided for various projects, including placing practicing artists in a wide variety of educational settings, including elementary and secondary schools, communities, colleges and universities, cultural and community institutions, and business and industry. Also supported are projects which emphasize the broader role of arts in education; such projects might include in-service workshops, advocacy efforts, institutional collaborations, and sequential, curriculum-based arts education. Only state arts agencies may apply for these grants; artists and institutions wishing to participate must contact their state arts agencies.

To encourage long-range planning, the State Arts in Education category operates on a two or three year cycle. Applicants generally submit proposals for two to three years of activities at a time.

For State Arts in Education Grants, NEA establishes no minimum or maximum grant amount.

2. **Arts in Schools Basic Education Grants** -- support projects by state art agencies designed to make arts education a basic part of the K-12 curriculum. To this end, this category helps state arts agencies plan, develop, and implement long-range strategies to aid state and local educational agencies in establishing the arts as basic in education (including the development and implementation of sequential arts education curricula and program evaluation and documentation).

The Arts in Schools Basic Education category also operates on a two or three year cycle. Initially, state agencies may apply for one-year planning grants, but after the planning is complete, applicants should submit two or three year applications for program development and implementation activities. Multi-year grantees must annually submit a progress report and inform NEA of any changes in their programs. The amount of funding for the second and third years of multi-year projects will depend on annual congressional appropriations and grantee performance.

For Basic Education projects, NEA normally awards an initial one-year planning grant of \$20,000, with subsequent grants for program development and implementation of up to \$50,000, depending on the scope of the project; however, state agencies wanting to plan over a longer period of time may apply for additional one-year planning grants.

3. **Special Project Grants** -- are awarded to nonprofit organizations, including educational institutions, arts institutions, state, regional, and local arts agencies, service and professional organizations, and cultural and community institutions, for arts education projects of regional or national significance that are directed at making arts a basic part of K-12 curricula or that address special NEA initiatives.

Eligible activities include: advocacy efforts--such as symposia, conferences, materials--promoting support for arts as a part of basic education; development of model curricula; pre-service and in-service training (including institutes) for teachers, artists, and/or administrators; development of teaching materials; use of the media in teaching arts to young people; collaborative projects between arts and educational institutions, organizations, and agencies; development of strategies for teaching the arts and for evaluating and testing these methods and/or curricula; collection, analysis and dissemination of information on model programs and resources; and development and implementation of arts education policy at the district, intermediate or state levels.

The Special Projects category will not fund artists' residencies or performing groups tours.

Special Projects grants are generally awarded for a project period of one year. To receive funding for additional period of time, grantees must submit a new application.

Grants for Special Projects will not be less than \$5,000 and will not generally exceed \$50,000.

Restrictions: Under no circumstances will the program support competitions or awards programs; commissioning of new works; the construction or renovation of physical facilities; on-going operational support for an organization; start-up costs for schools; scholarships or other forms of student financial aid; study abroad; student performing groups; faculty salaries; or academic courses for degree credit (through workshops, seminars, summer institutes, and/or courses specifically for career ladder or professional development credit are eligible).

Under all categories, funds must be matched on at least a one-to-one basis. State Arts in Education Grants must be matched in cash; the other grants may be matched in cash or in kind, but applicants proposing a cash match receive priority. NEA encourages all applicants to exceed the required matching amount; in particular, NEA has established a three-to-one match as a goal (not a requirement) for the State Arts in Education Grants category.

GRANT-MAKING PROCESS

Administering Agency: National Endowment for the Arts

Application Procedure: Every year NEA issues a booklet containing deadlines and application instructions. Call or write the program contact for deadline information and an application kit. Applications are submitted to NEA headquarters in Washington.

For State Arts in Education Grants, state arts agencies submit an application describing the program's goals, strategies and anticipated outcomes. Artists and educational agencies interested in participating in the State Arts in Education program submit their applications to the state arts agency.

Arts in Schools Basic Education Grants are of two types: initial one-year planning grants, followed by multi-year grants for program development and implementation.

Planning grants are awarded competitively to state arts agencies. Applications must include a timeline and budget and must briefly describe the proposed planning program, including provisions for consultation with affected groups, such as arts and educational organizations, government officials, and parents.

Subsequent applications for program development and implementation must include a description of the needs and opportunities for integrating arts education into the K-12 curriculum, how those needs and opportunities were identified, and how the proposed project will address those needs and opportunities. Applications must also contain a budget and provisions for program evaluation.

Special Projects applicants must first submit a notice of intent before submitting the formal application.

Selection Criteria: Advisory panels composed of experts in the field review the applications according to the criteria listed below. Following panel review, the National Council on the Arts makes recommendations to the NEA Chairman, who makes the final selections. Following are the review criteria used in FY 1990 and 1991:

State Arts in Education Grants:

1. Evidence of a quality program to enhance and advance basic arts education in the state.
2. Extent to which planning and program evaluation mechanisms encourage quality, thoroughness and broad support.
3. Level of financial and programmatic commitment and ability to meet the match.

Arts in Schools Basic Education Grants -- Planning Grants:

1. Appropriateness of goals and objectives to making arts a part of basic education;
2. Comprehensiveness of proposed planning process;
3. Qualifications of personnel and organizations involved;
4. Adequacy of strategies and procedures suggested;
5. Appropriateness of budget and schedule.

Arts in Schools Basic Education Grants -- Program Development and Implementation Grants:

1. Comprehensiveness of the planning process in assessing needs and opportunities for making long-term progress in establishing the arts as a basic subject in K-12 education at the state and/or local level -- including adequacy of planning, effectiveness of process, and involvement of state educational agency, knowledgeable representatives of arts and arts education communities, and a broad range of the ethnic, geographic, cultural, and special constituencies in the state;

2. Extent to which goals and objectives, based on identified needs, have the potential to promote long-term progress in establishing the arts as a part of basic education -- including adequacy of rationale for determining the needs and goals, and potential for progress;
3. Responsiveness and reasonableness of program plan -- including extent to which proposed activities will address program goals, rationale for planned involvement by the arts and education community and various other constituencies, and extent to which program procedures will assure program quality, and
4. Appropriateness of program evaluation procedures for measuring progress.

Special Projects:

1. Project's idea, including its potential to address identified needs and its potential regional or national significance;
2. Feasibility, including appropriateness of methods identified to carry out projects, plans for involvement of administrators, artists, and arts, and plans for project evaluation and documentation; and
3. Management elements, including: organization's ability to carry out the project, staff qualifications and cost-effectiveness of budget.

INFORMATION CONTACT

Headquarters: Dr. Warren Bennett Newman, Program Director, Arts-in-Education Program, National Endowment for the Arts, 1100 Pennsylvania Avenue, NW, Room 603, Washington, D. C. 20506. Telephone: (202) 682-5426.

PROGRAM: MAGNET SCHOOLS ASSISTANCE PROGRAM

PURPOSE: To help local educational agencies (LEAs) plan, establish and operate special magnet schools that will support an approved desegregation plan by offering an enhanced curriculum designed to attract substantial numbers of students from different racial backgrounds.

DEADLINE:

KEY FACTS

Eligibility: An LEA is eligible to receive a magnet school grant if it is implementing a court-ordered desegregation plan in elementary and secondary schools; or if it is implementing or willing to implement a voluntary desegregation plan in elementary and secondary schools that is approved by ED as consistent with Title VI of the Civil Rights Act of 1964.

Allowable Activities: LEAs receive two-year magnet school awards for magnet school programs that are part of an approved desegregation plan and offer a special curriculum designed to attract students of different ethnic, racial, social and economic backgrounds to end minority group isolation.

LEAs may use the funds for:

- a) planning and promotional activities directly related to the expansion, continuation, or enhancement of academic percent of an LEA's grant may be spent on planning in any fiscal year);
- b) the acquisition of necessary books, materials, and equipment (including computers) and the maintenance and operation thereof for use in magnet schools; and
- c) the salaries of certified or licensed teachers in magnet school programs.

Expenditures under b) and c) must be directly related to improving the knowledge of mathematics, science, history, English, foreign languages, art, or music, or to improving vocational skills.

The statute establishes a series of special considerations for awards, depending on such factors as need and collaborative arrangements (see "Selection Criteria," below).

In order to accommodate the local school year for most LEAs, ED is directed, where practicable, to award grants to LEAs by June 30 of each year.

If magnet schools are funded at \$165 million in any fiscal year, then Congress would be authorized to fund a related alternative curriculum schools program. Alternative curriculum schools are much like magnet schools, except that eligibility would not be limited to schools implementing desegregation plans, though priority would go to LEAs with high minority enrollments.

Restrictions: An LEA may not use more than 10 percent of its grant for planning in any single year. Program funds may not support consultants, transportation, or activities that do not augment academic achievement.

A state may not reduce the amount of state aid or federal Chapter 2 aid it gives to an LEA to offset the aid the LEA receives under the magnet schools program.

An LEA may not carry over more than 15 percent of its grant into a subsequent fiscal year, unless ED fails to award the funds in a timely manner.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: ED announces availability of funds for new awards in the Federal Register (normally every two years). LEAs submit applications to ED, which evaluates them on a competitive basis according to selection criteria specified below.

The application must include a description of the program to be carried out and how it will promote desegregation, a copy of the approved desegregation plan or the plan for which the LEA is seeking approval, an assurance that the LEA will employ teachers certified in the subjects they teach, and assurance that the agency will administer a high quality education program encouraging greater parental decisionmaking and involvement, and a description of how the magnet schools program will continue after federal aid expires.

In addition, the application must assure that the LEA will not engage in discrimination based upon race, religion, color, national origin, sex or handicap in the following pursuits: employment; the mandatory assignment of students to schools or courses of instruction, except to carry out the approved desegregation plan; and in designing or operating extracurricular activities for students. No application will be approved unless ED judges an LEA's assurances regarding this requirement will be met.

ED may require any further assurances necessary to carry out the magnet schools program.

Selection Criteria: Applications are reviewed according to weighted selection factors: plan of operation (20 points); quality of key personnel (20); quality of project design (35); budget and cost effectiveness (5); evaluation plan (15); adequacy of resources (5); and commitment and capacity, including plans to continue the program after federal funding ends (10).

In addition, ED gives special consideration to applicants meeting certain additional criteria (totaling 50 points).

1. Desegregation plans in existence for a period of time (measured from the July 1 following the application deadline date) that is:
 - (a) five years or less -- 10 points;
 - (b) more than five years and less than or equal to ten years -- 7;
 - (c) more than ten years and less than or equal to fifteen years -- 4; and
 - (d) more than fifteen years -- Zero;
2. Extent of involvement of minority group children in LEA's desegregation plan -- 10;
3. Extent of need for assistance -- 15;
4. Extent to which project promises to meet goals of program -- 10; and
5. Project involves collaboration of institutions of higher education, community-based organizations, the SEA, or other private organizations -- 5.

Finally, in selecting applicants for funds appropriated in excess of \$75 million, ED awards 10 points to those remaining applicants that did not receive funds under this program in the last fiscal year of the previous funding cycle.

AWARD INFORMATION

Funding: Between FY 1985 (the first year of the program) and FY 1988, funding for magnet schools has ranged between \$71.8 million and \$75.0 million annually. For FY 1989, Congress boosted the program's funding to \$113.62 million. President Bush proposed to raise the program's appropriation to \$115 million for FY 1990, and appropriate another \$100 million for a proposed new "magnet schools of excellence" that would not be limited to LEAs implementing a desegregation plan (see chapter introduction).

Range of Awards/Project Duration: Projects are approved for a two-year project period, but funds are provided for one year at a time. Funding for the second year is provided on a noncompeting continuation basis contingent on satisfactory performance and availability of appropriations. Maximum annual award is \$4 million.

For FY 1989-90 grants, ED projected that it would award an estimated 58 new grants averaging \$1.96 million for the first year of a two-year project period.

In the funding round for FY 1987-88 projects, ED made 38 awards out of 126 applications, with first year funding ranging from \$291,407 to \$4 million and averaging \$1.97 million. There were no new awards in FY 1988, because all funds were devoted to providing second year continuations for previous year grantees.

CITATIONS

Legislative Authority: Title III of the Elementary and Secondary Education Act, as amended by the 1988 Hawkins/Stafford Education Amendments (P.L. 100-297).

Regulations: 34 CFR 280, published in the Federal Register on May 22, 1985 at 50 FR 21190; amended on June 4, 1986 at 51 FR 20414 and on May 5, 1989 at 54 FR 19506 (with corrections published on May 16, 1989 at 54 FR 21164). Invitation for applications for FY 1989-90 grants was published on February 2, 1989 at 54 FR 5264 (amended on March 27, 1989 at 54 FR 12473).

Headquarters: Annie R. Mack, Educational Program Specialist,
Division of Educational Support, U. S. Department of Education,
400 Maryland Avenue, SW, (Room 2059 FOB-6), Washington, D. C.
20202-6440; Telephone: (202) 732-4358.

PROGRAM: CHAPTER I - EVEN START

PURPOSE: To provide early childhood education to young children while simultaneously providing basic skills and literacy instruction to their educationally disadvantaged parents. The aim is to make educationally disadvantaged parents active partners in the education of their children.

DEADLINE: None

KEY FACTS

Eligibility: Under the regular Even Start program for LEAs, an applicant is eligible to receive funds if it is: a) an LEA that has in its jurisdiction eligible parents and children (or a consortia of LEAs, each with eligible program participants); and b) has collaborated regarding the proposed project with, if appropriate, institutions of higher education, community-based organizations, the relevant SEA, or other appropriate nonprofit organizations.

Eligible participants are parents eligible for adult education programs under the Adult Education Act and their children aged 1-7 inclusive who reside in an elementary school attendance area designated for Chapter 1 services under the basic LEA Chapter 1 program.

Allowable Activities: The "Even Start" program, authorized under Part B of the new Chapter 1 law, will help LEAs to provide early childhood education to young children aged 1-7 while simultaneously providing basic skills and literacy instruction to their educationally disadvantaged parents. The aim is to make educationally disadvantaged parents active partners in the education of their children. ED implements the program by funding cooperative projects that build on existing community resources to create a new range of services for family centered education.

Program activities must include: identification and recruitment of eligible children; screening and preparation of children and parents; design of programs appropriate to the parents' work and other responsibilities, including, when otherwise unavailable, such support services as transportation and child care; instruction for children, literacy training for adults, and training to enable parents to support the educational growth of their children; staff training; home-based integrated instructional services for children and adults; and coordination of this program with other appropriate federally funded education and training programs, such as Head Start, adult education programs, Chapters 1 and 2, the Job Training Partnership Act, volunteer literacy programs, and the like.

Restrictions: Grants may be awarded for a period not to exceed four years. The federal share of the project cost will decline from 90 percent in the first year, to 80 percent in the second, 70 percent in the third, and 60 percent in the fourth and subsequent years. Funds may not be used for indirect costs. The required match may come from any source other than Chapters 1 and 2.

Administering Agency: U. S. Department of Education

Application Procedure: To obtain funds, LEAs must submit competitive applications to ED or the SEA, as appropriate. If the program is operated as a national discretionary program, as it was in FY 1989, LEAs will submit applications directly to ED in response to a notice in the Federal Register. If the program is operated by the states, SEAs will submit state plans to ED according to ED-specified procedures, and LEAs will then submit applications to SEAs according to state procedures.

If the program is being operated as a national discretionary program, before submitting the application to ED, the LEA must give the public reasonable notice and an opportunity to comment on the application, and must consider the comments in developing the final application.

Regardless of whether ED or the SEA is operating the program, the LEA's application must demonstrate that the LEA has adequate staff to carry out the program and must include a plan of operation describing goals, activities, services, the population to be served, collaborative arrangements, if any, methods that will be used to ensure services to those who need them most, special arrangements to serve special populations (such as handicapped or limited English proficient), methods to encourage continued participation by program participants, and plans for coordination with other appropriate programs.

Selection Criteria: Regardless of whether ED or the SEA is operating the program, applications will be reviewed by a panel composed of various education professionals, school board members, parents, and business people.

Awards will go to the applications that show the greatest promise of success, serve the most eligible children and adults, demonstrate the greatest degree of cooperation between service providers, have cost-effective budgets and required matching amounts, are representative of urban and rural areas, and have the greatest potential to be models.

For the purposes of evaluating competitive grants under the national discretionary program, ED requires that a majority of the review panel must agree that the applicant will have the mandated matching funds. Applications will be evaluated under weighted selection criteria totaling 100 points: likelihood of meeting program goals (35 points); percentage of eligible children and parents to be served (10 points); degree of cooperation and coordination (30); reasonableness of budget (10); and promise as a model (15).

In awarding grants, ED ensures that each project builds on existing resources in a cooperative effort to create a new range of services integrating early childhood education and adult education for parents into a unified program.

ED also ensures that grants are made to LEAs that are representative of urban and rural regions of the U. S. and that grant funds are distributed equitably among states, among urban and rural areas of the U. S., and among urban and rural areas of each state. To meet this latter requirement, ED divides applications from each state into urban and rural categories, takes the top ranked urban and rural applications from each state, and funds them in rank order according to their scores. If funds are left over after the top ranked urban and rural applications from each state are funded, then all other applications are funded in rank order regardless of location. To the extent acceptable applications are received from the various states, ED will not provide awards in any state that would exceed the state's formula allocation if the program was funded at \$50 million.

For LEA applications to continue grants for a second or subsequent year, ED or the SEA, as appropriate, will evaluate the grantee's progress and will approve continued funding only if the LEA shows sufficient progress toward meeting project objectives or makes such changes as are necessary to enable the LEA to meet the objectives.

If appropriations are insufficient to fully fund continuation awards, awards are reduced pro rata. However, if funding is so low that continuation awards would be reduced to less than 75 percent of the approved grant amount, ED instead reranks and ranks all current projects according to the weighted criteria above and funds projects in rank order at 75 percent until funds are exhausted.

In the event responsibility for the program is transferred from ED to the SEAs as a consequence of increased funding, existing multi-year projects will continue to receive funding from the relevant SEA share for the original duration of their project period.

AWARD INFORMATION

Funding: Out of each year's appropriation, ED reserves not more than 2 percent for evaluation. Three percent of annual funding is reserved for migrant Even Start programs. The remainder is awarded directly to regular LEA projects (if the total Even Start appropriation is less than \$50 million) or is distributed by formula to states (if the total appropriation equals or exceeds \$50 million) for subsequent award to LEAs.

If funding reaches or exceeds \$50 million, state formula allocations will be based on each state's relative share of Chapter 1 LEA basic grant funds. In any year in which state formula grants are made, each state is guaranteed a minimum of 0.50 percent of the total appropriation, or \$250,000, whichever is greater, except that the minimum is capped so that no small state receives an enormous increase in one year. In no case, however, will a small state receive less than \$250,000 in any year in which formula grants are awarded.

Funding for the program's first year (FY 1989) was \$14.82 million, of which \$14.079 million was reserved for regular projects, \$444,600 was reserved for migrant projects, and \$298,400 was reserved for evaluation.

Range of Awards/Project Duration: Projects may be funded for up to four years.

ED estimated that the \$14.079 million available for regular projects in FY 1989 would fund an estimated 75 projects, with first-year funding ranging from \$50,000 to \$250,000 and averaging \$185,000.

INFORMATION CONTACTS

Headquarters: (Regular LEA Programs) -- Mary Jean LeTendre, Director, Compensatory Education Programs, Office of Elementary and Secondary Education, U. S. Department of Education, 400 Maryland Avenue, SW, (Room 2043, FOB-6), Washington, D. C. 20202. Telephone: (202) 732-4682.

PROGRAM: SCHOOL DROPOUT PREVENTION DEMONSTRATIONS

PURPOSE: To increase the number of children who complete elementary and secondary education by aiding local educational agencies, community-based organizations, and educational partnerships to demonstrate effective dropout prevention programs.

DEADLINE: None

KEY FACTS

Eligibility: Local educational agencies (LEAs), community-based organizations, and educational partnerships are eligible to compete for funds under this discretionary grant program.

An educational partnership includes:

- 1) An LEA;
- 2) A business concern, business organization, or community-based organization; and
- 3) One of the following: A private nonprofit organization, an institution of higher education, a state educational agency, a private industry council (established under the Job Training Partnership Act), a museum, a library, an educational television or broadcasting station, or a community-based organization.

To be eligible for funding, all projects must:

- a) show replication of successful programs conducted in other LEAs or expand successful programs within an LEA; and
- b) reflect very high numbers or percentages of dropouts in the schools of the applicant. Applications that do not meet both of these conditions will not be considered.

Special consideration is given to projects that:

- a) emphasize early intervention designed to identify at-risk students in elementary or early secondary schools; and
- b) provide for significant parental involvement in the design and conduct of the program.

Allowable Activities: The School Dropout Prevention Demonstrations program is designed to increase the number of children who complete elementary and secondary education. The program awards competitive grants to eligible groups to demonstrate effective dropout prevention programs.

The program was authorized by the 1988 Hawkins-Stafford education law to exist through FY 1989, along with a basic skills instruction grant program which has never been funded. The law mandated that these two programs would be replaced in FY 1990 by a larger, state-operated grant program for dropout prevention and basic skills instruction under Part C of the Chapter 1 law. In summer 1989, however, it appeared that lawmakers would not appropriate funds for the state program.

The House, therefore, voted to extend the smaller School Dropout Prevention Demonstration program for two years, because it requires less money. Under the House plan, this program may not be funded in FY 1990 or 1991 unless the larger Chapter 1 state program is not funded. At press time, the Senate was considering the measure. This program description is based on EFRC's projection that the state program will not be funded, and that this program will be extended.

The School Dropout Prevention Demonstration funds are divided among elementary and secondary schools of different size categories, then awarded competitively within each category.

The four school size categories are:

- 1) LEAs with a total student enrollment of 100,000 or more (25 percent of allotment);
- 2) LEAs with a total student enrollment of between 20,000 and 100,000 (40 percent);
- 3) LEAs with a total student enrollment of less than 20,000 (30 percent); and
- 4) Community-based organizations (5 percent).

Eligible entities under number 3) include intermediate educational units (IEUs) and consortia of not more than 5 LEAs, if the total enrollment of the largest LEA is less than 20,000. SEAs may participate with IEUs and LEAs. At least 20 percent of funds available under number 3) must be awarded to LEAs with a total student enrollment of less than 2,000.

Grantees may use funds to establish and demonstrate:

- Programs to identify potential student dropouts and prevent them for leaving school;

- Programs to encourage young dropouts to re-enter school and attain a high school diploma;
- Programs to identify at-risk students at an early age; and
- Model systems for collecting and reporting information to local school officials on the number, ages, and grade levels of children not completing elementary and secondary education and reasons why they have dropped out of school.

Project activities may include:

- 1) Identification, prevention, outreach, and re-entry projects for dropouts and potential dropouts;
- 2) Addressing the special needs of school-age parents;
- 3) Dissemination of information;
- 4) Where applicable, coordinated activities between high schools, feeder junior or middle schools, and elementary schools;
- 5) Coordinated services and activities with adult and vocational education programs and programs under the Job Training Partnership Act;
- 6) Linking job-skill preparation and training with genuine job opportunities;
- 7) Establishing annual procedures for:
 - a) evaluating the effectiveness of a project, and
 - b) where possible, determining the cost-effectiveness of dropout prevention and reentry methods used and the potential for reproducing such methods in other areas of the country;
- 8) Coordinating with other student dropout activities in the community;
- 9) Using the resources of the community and parents to help develop and implement solutions to the local dropout problem;
- 10) Systemwide or school-level dropout prevention and school reentry policies, plans, and procedures;
- 11) Day or summer programs to address poor achievement, basic skills deficiencies, language deficiencies, or course failures;

- 12) Work-study, apprentice, or internship programs;
- 13) Evaluation and revision of placement procedures for students at risk and effectiveness of programs;
- 14) Programs for traditionally underserved groups of students;
- 15) Improving student motivation and the school learning environment;
- 16) Training school staff on how to identify and aid at-risk students;
- 17) Studying the relationship between drugs and dropouts, and youth gangs and dropouts, and preventing this from occurring;
- 18) Studying the relationship between handicapping conditions and school dropouts;
- 19) Comparing the school dropout/gifted and talented student ratio to the general school dropout ratio;
- 20) Using educational telecommunications and broadcasting technologies; and
- 21) Other activities that directly relate to the program.

In addition to the activities previously outlined, educational partnerships may use grant funds for:

- 1) Programs offering jobs or college admission as a reward for successful completion;
- 2) Internship, work-study, or apprenticeship programs;
- 3) Summer employment programs;
- 4) Occupational training programs;
- 5) Career opportunity and skills counseling;
- 6) Job placement services;
- 7) Skill employment competency programs; and
- 8) Special school staff training programs.

To the extent practicable, ED awards funds in a fashion designed to ensure that at least 30 percent of the available funds is used for activities related to dropout prevention, and that at least 30 percent is used for activities related to persuading dropouts to return to school and assisting former dropouts with specialized services once they return to school.

At least once every year, a grantee must evaluate the effectiveness of the project and the impact of the project on persons being served, including members of traditionally underrepresented groups, such as racial or ethnic minorities, women and handicapped persons.

A grantee must cooperate in any evaluation of its program by ED.

Restrictions: LEAs must use funds received under this program to supplement, not supplant, the funds that would, in the absence of this grant program, be available from non-federal sources.

LEAs must cooperate with the coordination and dissemination efforts of the National Diffusion Network and SEAs.

Grantees must provide at least 10 percent of a project's cost in the first year and 25 percent in the second year. This share may be paid from any source except funds received under this program, except that no more than 10 percent of the grantee's share may be paid from other federal sources. The grantee's share may be paid in cash or in kind.

A maximum of 5 percent of a grant may be used for administrative costs.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: If Congress reauthorizes the program and funds it for FY 1990, applications will be solicited in the Federal Register, probably around the beginning of calendar year 1990.

Applications must contain:

- 1) Documentation of the number of children enrolled in the schools of the applicant during the previous five years who are classified as dropouts;
- 2) Documentation of the percentage of the dropouts to the total school-age population in the applicant's schools, during the previous five years;
- 3) A plan to develop and implement a dropout information collection and reporting system for documenting the extent and nature of the problem; and
- 4) A plan to develop and implement a project that is consistent with the purpose of the program.

Selection Criteria: ED divides funds within each school size category and then awards grants competitively.

Applications in FY 1988 were evaluated on a points system, with a maximum score of 100 points:

- a) meeting the purposes of the authorizing statute (40 points);
- b) extent of need for the project (20);
- c) plan of operation (15);
- d) quality of key personnel (7);
- e) budget and cost effectiveness (10);
- f) evaluation plan (5); and
- g) adequacy of resources (3).

In awarding grants, ED will ensure, to the extent practicable, that grants will be equitably distributed on a geographic basis within each school size category and that not less than 30 percent of funds goes to dropout prevention and 30 percent goes to dropout reentry activities.

INFORMATION CONTACT

Headquarters: John Fiegel, Office of Elementary and Secondary Education, Room 2057, U. S. Department of Education, 400 Maryland Avenue SW, Washington, D. C. 20202. Telephone: (202) 732-4342.

PROGRAM: FOLLOW THROUGH

PURPOSE: To assist the overall development of economically disadvantaged children in kindergarten through third grade and to amplify the educational gains they made in Head Start or other similar, high quality preschool programs.

DEADLINE: None

KEY FACTS

Eligibility: Eligible to apply for local project grants (both those that are affiliated with a sponsor and those that are self-sponsored) are local educational agencies (LEAs), or public or private nonprofit agencies, organizations, or institutions. Institutions of higher education (IHEs), regional educational laboratories, and other public or private nonprofits may apply to be sponsors.

Eligible to participate are children in kindergarten through third grade. At least 60 percent of the children entering a Follow Through project must have already participated in a full-year Head Start or other similar, high quality preschool program, and 60 percent of the children must be from low-income families. Project sponsors must also equitably serve nonprofit private school children.

Allowable Activities: To sustain and augment in kindergarten through third grade the achievements of disadvantaged children who were enrolled in Head Start or similar preschool programs, Follow Through projects provide comprehensive services that will help these children: develop to their full potential; achieve active parent participation in the development, conduct, and overall direction of services to these children; generate information about educational approaches specifically designed to assist these children in their continued growth and development; and demonstrate and disseminate effective Follow Through practices.

There are two grant types: local project grants (both those that are affiliated with a sponsor and those that are self-sponsored) and sponsor grants.

Local projects must include the following components:

- 1) an innovative instructional approach to teaching and developing low-income children;
- 2) parent and community involvement;

- 3) a short and long-term health, social, nutritional, and other support service component including screening, referral and corrective treatment services;
- 4) pre- and in-service staff training; and
- 5) a demonstration component that allows successful practices to be examined and adopted by other schools.

Sponsor grants are designed to develop and implement innovative approaches which might become models for Follow Through projects. The instructional approach must be actually implemented in at least one local Follow Through program. Activities must include:

- 1) implementation of classroom instructional techniques and approaches;
- 2) providing orientation and training to Follow Through staff, parents, and personnel;
- 3) recommending or making available necessary materials;
- 4) helping to identify available public and private resources that can contribute to the development of a comprehensive project;
- 5) monitoring implementation;
- 6) evaluating the effectiveness of the project;
- 7) providing technical assistance; and
- 8) demonstrating and disseminating effective Follow Through practices, by providing technical assistance and following the progress of the adopted practices.

For a number of years, only current grantees were funded under this program. Finally, due to new legislation, ED held a new competition in FY 1988, funding 63 grantees.

Restrictions: Funds must supplement, not supplant, other funds otherwise available for the same purposes.

A local Follow Through grantee must appoint a full- or part-time director to be responsible for overall program management, and in the hiring of personnel, a local project grantee shall, to the maximum extent feasible, give preference to low-income Follow Through parents and other residents of the area served by the project. A sponsor must assume responsibility for the activities of the program and also hire a director to manage the program.

For local project grantees, there is a 20 percent matching requirement. This may be waived if ED determines that the grantee has tried but is unable to meet its non-federal share requirement, or the area which it is to serve is characterized by excessively low-income families, has been involved in a major disaster, or presents unusual circumstances significantly reducing available financial or human resources.

GRANT-MAKING PROCESS

Selection Criteria: All applications are reviewed on a competitive basis according to the following weighted factors (totaling 100 points):

- **Self-sponsored local Follow Through projects** -- educational component (25 points); parent participation component (20); support services component (10); demonstration component (10); dissemination component (10); quality of key personnel (5); budget and cost effectiveness (5); and evaluation (15).
- **Sponsored local Follow Through projects** -- educational component (25 points); parent participation component (20); support services component (10); demonstration component (20); quality of key personnel (5); budget and cost effectiveness (5); and evaluation (15).
- **Follow Through sponsor projects** -- educational approach (25 points); implementation assistance (20); demonstration and dissemination (20); quality of key personnel (5); budget and cost effectiveness (5); and evaluation (25).

For a joint application, ED averages the points awarded to all local project applicants contained in the joint application, and adds that local project average score to the sponsor's score.

ED awards a grant to a local project only if the applicant obtains a rating of at least 70 points and meets all of the necessary requirements.

INFORMATION CONTACT

Headquarters: Barbara Little, Follow Through Program, Division of Chapter 1 and Related Programs, Compensatory Education Programs, Office of Elementary and Secondary Education, U. S. Department of Education, 400 Maryland Avenue SW, (Room 2017, FOB-6), Washington, D. C. 20202. Telephone: (202) 732-4692.

PROGRAM: TALENT SEARCH

PURPOSE: To help low-income youth with academic potential continue in and graduate from secondary school and enroll in postsecondary education programs.

DEADLINE: Projects are normally approved for two- or (more often) three-year periods, with funding for second and third years continued on a noncompeting basis. ED holds competitions for new awards when grants expire or increased program funding permits an expansion in the number of projects. Competitions are announced in the Federal Register. Unless Congress appropriates increased funds, the next competition is expected to be held in spring 1991.

KEY FACTS

Eligibility: Funds may be awarded to institutions of higher education, public and private agencies, and, in exceptional cases, to secondary schools.

Participants must be U. S. citizens or permanent residents, between 12 and 27 years old (no age limit for veterans), who have completed sixth grade and are enrolled in or graduated from secondary school. They must have exceptional potential for success in a postsecondary program, along with cultural and financial needs, and a need for information, guidance, counseling and assistance in applying for admission or financial aid. They may not be currently enrolled in a vocational education program.

At least two-thirds of the participants in a Talent Search project must be low-income individuals who are potential first-generation college students.

Allowable Activities: Talent Search is one of six programs under Title VI of the Higher Education Act (HEA) that collectively work to help eligible students (particularly low-income students who will be first-generation college students) finish high school, get a college education, and even go on to graduate school. Talent Search and its five companion programs -- Upward Bound, Student Support Services, Educational Opportunity Centers, the McNair Post-Baccalaureate Achievement Program, and the Training Program for Special Programs Staff and Leadership Personnel -- are together known as the "TRIO" programs, so named because there were originally only three of them.

Talent Search grants are used to identify qualified youths with potential for postsecondary education, encourage them to complete secondary school and undertake postsecondary education, and publicize existing forms of student aid. Projects may also provide tutorial services for youths being encouraged to undertake or re-enter programs of postsecondary education.

Recipients may use these funds for:

- 1) student and staff transportation and meals associated with visits to local postsecondary institutions, participation in local college days, and field trips to visit people employed in various career fields who might be role models for participants;
- 2) purchase of testing materials and college catalogs;
- 3) inservice staff training;
- 4) tutorial services if unavailable through an Upward Bound project; and
- 5) rental of space if none is available from the host institution.

Restrictions: Funds may not be used for:

- 1) tuition, fees or stipends;
- 2) enrollment or financial aid application fees;
- 3) duplication of services normally rendered by the sponsoring institution or other local agencies;
- 4) construction, repair or remodeling;
- 5) research not directly related to project evaluation or improvement;
- 6) purchase of major equipment, unless justified as less expensive than rental; or
- 7) lodging for project participants.

All projects should have strong institutional, local or private sector commitment, work closely with the local community, provide mechanisms to monitor participants' progress, and assess their effectiveness in accomplishing their goals and objectives.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: Applicants must respond to an application notice published in the Federal Register.

Applications submitted to ED must contain:

- 1) Need, including geographic area description, the number and percentage of low-income youth, the dropout rate for each secondary school in the area, the number and rate of postsecondary enrollments for them, counselor-student ratio, and the racial-ethnic composition of the students;
- 2) Project design, including a projection of its effect on secondary school completions and postsecondary admissions, descriptions of participant identification and selection procedures, assessment and documentation of their postsecondary potential, career and academic counseling and guidance plans, support services, and evaluation plans;
- 3) Resources and organization, including descriptions of the plans for orienting area secondary and postsecondary schools and for using community and other organizations to provide supplemental activities, previous project data, personnel and organizational capabilities, and staffing and training plans;
- 4) Budget; and
- 5) Assurances that the project will be geographically accessible to enrollees, the host institution will not use it as a recruitment tool, and the participants would not have access to another local Talent Search project or an Educational Opportunity Center.

Selection Criteria: All applications are reviewed on a competitive basis according to the following weighted factors (totaling 100 points): plan of operation (10 points); quality of key personnel (10); budget and cost effectiveness (5); evaluation plan (10); adequate resources (5); need -- the number and percentage of eligible youth residing and/or attending school in the area (25); likelihood of success -- positive projected effect on the rates of secondary school completion, and postsecondary enrollment and completion; comprehensive plans for participant selection, guidance and counseling, dissemination, admissions, and financial assistance; and enrollment documentation (20); and community support -- orientation of area secondary and postsecondary schools to program goals and objectives, relevant community and organizational commitment, and justifiable need for the project in the area (15).

In addition, applicants that have operated a Talent Search project within the prior three years may be awarded up to 15 additional points if their performance was satisfactory.

INFORMATION CONTACT

Headquarters: Goldia Hodgdon, Chief, Educational Outreach Branch,
Office of Postsecondary Education, U. S. Department of Education,
400 Maryland Avenue SW, (Room 3060, ROB-3), Washington, D. C.
20202. Telephone: (202) 732-4804.

PROGRAM: UPWARD BOUND

PURPOSE: To generate in low-income youths the skills and motivation necessary for success in education beyond high school.

DEADLINE: Projects are normally approved for two- or (more often) three-year periods, with funding for second and third years continued on a noncompeting basis. ED holds competitions for new awards when grants expire or increased program funding permits an expansion in the number of projects. Competitions are announced in the Federal Register. Next new competition is expected in fall of 1991.

KEY FACTS

Eligibility: Funds are awarded to institutions of higher education, public and private agencies, and, in exceptional cases, to secondary schools.

Participants must: be U. S. citizens or permanent residents; in need of academic support to pursue a course of education beyond high school; be either a low-income individual (family income not exceeding 150 percent of poverty level) or a potential first-generation college student; and at time of initial selection, with some exceptions, have completed the eighth grade but not have entered twelfth grade and be between 13 and 19 years of age (except for veterans who may be any age). At least two-thirds of the participants must be both low-income and potential first-generation college students.

Allowable Activities: Upward Bound is one of six programs under Title IV of the Higher Education Act (HEA) that collectively work to help eligible students (particularly low-income students who will be first-generation college students) finish high school, get a college education, and even go on to graduate school. Upward Bound and its five companion programs -- Talent Search, Student Support Services, Educational Opportunity Centers, the McNair Post-Baccalaureate Achievement Program, and the Training Program for Special Programs Staff and Leadership Personnel -- are together known as the "TRIO" programs, so named because there were originally only three of them.

Upward Bound funds are used to generate in participating teenagers and veterans the skills and motivation necessary for success in education beyond high school. The program funds two types of projects:

1. Regular Upward Bound Projects deliver:
 - a) basic skills instruction;
 - b) personal counseling;
 - c) academic advice and help in high school course selection;
 - d) tutorial services;
 - e) exposure to academic, cultural and other events usually unavailable to disadvantaged youth;
 - f) career exploration activities;
 - g) instruction designed to qualify youths for career fields in which disadvantaged people are underrepresented;
 - h) on-campus residential programs;
 - i) other approved activities that advance the project purpose; and
 - j) activities described in items a) through i), but specially designed for persons with limited English proficiency. These projects must offer services on a weekly basis during the regular academic year at times that do not interfere with the participant's regular high school activities, and a six week summer program offering services on a daily basis. They may also offer a bridge summer component for participants who have graduated from high school and intend to enter college in the fall.
2. Veterans Upward Bound Projects, with academic year components, to deliver the above services, plus:
 - a) intensive basic skills development in areas required for high school equivalency completion and/or admission to postsecondary institutions;
 - b) short-term refresher/remedial courses for high school graduates who have delayed their postsecondary education; and
 - c) help in securing services from the Department of Veterans Affairs and state and local veterans' agencies.

Each regular Upward Bound Project must serve 50-150 persons; Veterans projects must serve at least 120 each year.

Allowable costs include:

- 1) inservice staff training;
- 2) rental of space if not otherwise available at the host institution;
- 3) room and board for summer participants and for summer dormitory supervisors;
- 4) student activities fees;
- 5) admissions fees, transportation and other costs associated with trips to cultural, educational and other project-related events;
- 6) costs for one project-related ceremony or banquet;
- 7) tuition for postsecondary courses at the host institution for bridge summer component participants;
- 8) accident and medical insurance and health fees for enrollees;
- 9) English language instruction for enrollees with limited proficiency;
- 10) transportation for participants to regularly scheduled project activities;
- 11) transportation, meals and overnight accommodations for staff who must accompany participants; and
- 12) stipends not exceeding \$40/month during the academic year and \$60/month during the summer (for veterans, stipends are limited to \$40/month).

Restrictions: These funds do not cover: 1) duplication of services available from the institution or from other federal, state, local or private sources; 2) unrelated research; 3) purchase of any equipment, unless justified as less expensive than rental; 4) staff meals other than those authorized above; 5) clothing; 6) room and board for administrative staff who are not dormitory supervisors; 7) room and board for Veterans projects enrollees; 8) construction, repair or renovation of any facilities; and 9) tuition, stipends or other forms of student financial support for staff.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: Applicants respond to the Federal Register notice. Applications submitted to ED must contain: 1) Need, including geographic area description, the numbers and percentages of low-income students in the target schools, dropout rates, counselor-student ratios, and estimated number of eligible students; 2) Design, including descriptions of participant identification and selection procedures, summer and academic year components, and evaluation; 3) Resources and organization, including descriptions of the orientation plan and any previous or similar projects conducted by the applicants, and personnel and staffing plan; and 4) Budget.

Selection Criteria: All applications are reviewed on a competitive basis according to the following weighted factors (totaling 100 points): plan of operation (10 points); quality of key personnel (10); budget and cost effectiveness (5); evaluation plan (10); adequacy of resources (5); need -- lack of such services in the area, estimated number of low-income students in target area schools, number and percentage of those students who enroll in postsecondary programs, counselor-student ratios, and target school dropout rates (25); likelihood of success -- generation of academic skills and motivation in participants, comprehensive plans for participant identification and selection, needs diagnosis, and improvement of skills and motivation (20); and institutional and community support -- plans to identify and use institutional, community and other resources for supplementary services, and to inform area residents, schools and community of program goals, objectives and selection criteria (15).

Up to 15 additional points may be awarded to applicants who have satisfactorily operated an Upward Bound project within the previous three years.

INFORMATION CONTACT

Headquarters: Goldia Hodgdon, Chief, Educational Outreach Branch, Office of Postsecondary Education, U. S. Department of Education, 400 Maryland Avenue SW, (Room 3060, ROB-3, Washington, D. C. 20202. Telephone: (202) 732-4804.

PROGRAM: EDUCATIONAL OPPORTUNITY CENTERS

PURPOSE: To make available information on financial and academic assistance for disadvantaged individuals who wish to pursue a postsecondary education, and to help them apply for such programs.

DEADLINE: Projects are normally approved for two- or (more often) three-year periods, with funding for second and third years continued on a noncompeting basis. ED holds competitions for new awards when grants expire or increased program funding permits an expansion in the number of projects. Competitions are announced in the Federal Register. Unless Congress appropriates increased funds, the next competition is expected to be held in mid-1990.

KEY FACTS

Eligibility: Funds are awarded to institutions of higher education, public and private agencies, and, in exceptional cases, to secondary schools.

Participants must be U. S. citizens or permanent residents, at least 19 years of age (unless there is no Talent Search project in the area), needing one or more of the center's services and wishing to pursue a postsecondary education. At least two-thirds of the proposed enrollees must be both low-income and first-generation college students.

Allowable Activities: The Educational Opportunity Centers program is one of six programs under Title IV of the Higher Education Act (HEA) that collectively work to help eligible students (particularly low-income students who will be first-generation college students) finish high school, get a college education, and even go on to graduate school. Educational Opportunity Centers and the five companion programs -- Upward Bound, Student Support Services, Talent Search, the McNair Post-Baccalaureate Achievement Program, and the Training Program for Special Programs Staff and Leadership Personnel -- are together known as the "TRIO" programs, so named because there were originally only three of them.

Funds under the Educational Opportunity Centers program are used to provide participants with information about academic and financial assistance available for persons desiring postsecondary education and to help them apply for admission to postsecondary institutions and for financial aid.

Grantees may use funds to:

1. collect and disseminate information about available financial and academic aid;
2. help participants prepare admissions and financial aid applications and materials;
3. tutor and counsel enrollees who are not part of a Special Services or Upward Bound project; and
4. carry out other activities that support the program's purpose.

Allowable costs include:

1. transportation and meals for participants and staff visiting postsecondary institutions, participating in college days, and going on field trips concerning career exploration;
2. purchase of test materials;
3. inservice staff training;
4. tutorial and counseling services unavailable elsewhere; and
5. rental of space if not otherwise available at the sponsoring institution.

Restrictions: Funds may not be used for: 1) tuition, fees, stipends or other direct student financial aid; 2) enrollment or financial aid application fees; 3) participant lodging; 4) duplication of services available from federal, state, local or other sources; 5) unrelated research; 6) purchase of major equipment unless justified as less expensive than rental; and 7) construction, renovation or remodeling of any facilities.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: Applicants must respond to the application notice in the **Federal Register**.

Applications submitted to ED must contain: 1) a description of the target area, including demographics; 2) estimated number of students to be served; 3) descriptions of proposed activities;

4) available nonfederal sources; 5) estimated cost and source for matching share; 6) descriptions of staff, including their experience with disadvantaged students; and 7) coordination with other local Title IV HEA projects.

Selection Criteria: Applicants are reviewed on a competitive basis according to the following weighted factors (totaling 100 points): plan of operation (10 points); quality of key personnel (10); budget and cost effectiveness (5); evaluation plan (10); adequate resources (5); need -- number and percentage of eligible individuals residing in the area, lack of proposed services and activities, estimated number of veterans in the area, and other supporting data (25); likelihood of success -- comprehensive plans for carrying out proposed activities and possibility of increasing enrollment, retention and graduation rates (20); and community participation and coordination -- representative involvement in developing the application, written commitments from community groups to use their resources, the center's relationship with other Title IV HEA projects and other similar local efforts, and development of relationships with other postsecondary institutions (15).

Up to 15 additional points may be awarded to applicants who have successfully operated an Educational Opportunity Center within the previous three years.

INFORMATION CONTACT

Headquarters: Goldie Hodgdon, Chief, Educational Outreach Branch, Office of Postsecondary Education, U. S. Department of Education, 400 Maryland Avenue SW, (Room 3060, ROB-3, Washington, D. C. 20202. Telephone: (202) 732-4804.

- PROGRAM:** SECONDARY EDUCATION AND TRANSITIONAL SERVICES FOR HANDICAPPED YOUTH
- PURPOSE:** To support projects that improve secondary special education and related services for handicapped youth in order to assist them in the successful transition to postsecondary environments such as competitive or supported employment.
- DEADLINE:** Competitions for grants and cooperative agreements are announced periodically in the **Federal Register**; contract competitions are announced in the **Commerce Business Daily**.
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KEY FACTS

Eligibility: Institutions of higher education (IHEs), state educational agencies (SEAs), local educational agencies (LEAs), and other appropriate public and private nonprofit organizations (including the state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act) are eligible to receive grants and contracts.

In addition, any qualified organization (including for-profits) may compete for grants, contracts, or cooperative agreements to develop or demonstrate new or improved methods aiding the adjustment and education of handicapped children and youth, and the dissemination of information on existing practices.

Allowable Activities: Ed provides funds for research, development, demonstration, evaluation and other kinds of projects designed to: 1) improve secondary education programs for handicapped youth; 2) strengthen and coordinate special education and related services for handicapped youth who are currently in education and related services for handicapped youth who are currently in school as well as for those who have recently left school to help them make the transition to postsecondary education, vocational training, competitive employment (including supported employment), continuing education, or adult services; and 3) improve the vocational and life skills of handicapped students to enable them to be better prepared for adult life.

Project categories under this program are as follows:

- a) Transition Strategies and Techniques -- research projects to develop strategies for transition to cooperative or supported employment through improvements in independent living skills, secondary or postsecondary education, vocational preparation, and the availability of work opportunities.
- b) Service Demonstration Models -- projects to develop services and individualized education programs, including specific vocational training and job placement, that result directly in paid employment in a regular work setting for handicapped youth leaving school, or that enhance the effectiveness of secondary or postsecondary services that lead to employment.
- c) Demographic Studies -- of the numbers, locations, age levels, types and degrees of disabilities of handicapped youth and the kinds of services they will need to make the transition to adult life and employment.
- d) Service Delivery Research -- supports research projects, including field testing and evaluation of innovative service approaches to service delivery models or components to assist handicapped youth in secondary school and in other services that assist transition to employment. These service delivery approaches can be replicated and disseminated.
- e) Cooperative Models for Planning and Developing Transitional Services -- projects to plan and develop cooperative models for activities among state and local educational and adult services agencies, including vocational rehabilitation, mental health, mental retardation, and public employment agencies and private employers, which facilitate effective planning to meet the service and employment needs of handicapped youth as they leave school.
- f) Procedures for Evaluation of Secondary Education, Vocational Training, and Placement Services -- projects that will develop appropriate procedures for evaluating secondary special education, vocational training, placement and other transitional services that lead to employment for handicapped youth.
- g) Program Evaluation -- projects that will evaluate the effectiveness of the program carried out under this part to assist handicapped youth in the transition from secondary school to postsecondary environments such as competitive or supported employment.
- h) Research Projects in Secondary Education -- focus on secondary level programs for handicapped children.

- i) Dropout Studies -- provide information on the numbers, age levels, types of handicapping conditions, and the reasons why handicapped youth drop out of school.
- j) Curriculum Development -- supports the development of special education curricula and instructional techniques that will improve handicapped students' acquisition of the skills necessary for transition to adult life and services.
- k) Physical Education and Therapeutic Recreation -- supports specifically designed physical education and therapeutic recreation programs to increase the potential of handicapped youths for community participation.

Every two years, ED announces biennial funding priorities for this program, which are chosen from among the broad categories listed above. To receive funds, applicants must propose to address one of the priorities. For FYs 1989 and 1990, there were three priority categories: training and employment models for youth with handicaps, secondary and transition services follow-up and follow-along projects, and family networking.

ED is also authorized to award grants, contracts, or cooperative agreements to any qualified agency (including for-profits) for the development or demonstration of new or improved methods that will contribute to the adjustment and education of handicapped children and youth and the dissemination of materials and information on accepted practices. ED currently implements this authority through contracts advertised in the Commerce Business Daily.

Restrictions: Except for projects involving studies or evaluation, grantees must disseminate their findings and data to clearinghouses, resource centers, and other interested organizations and individuals, coordinate their services with those of other relevant agencies, and to the extent appropriate, provide for the direct participation of handicapped students and their parents in the planning, development, and implementation of their projects.

A grantee that is not an educational organization must coordinate with the relevant SEA in the planning, development and implementation of any projects described under items (a) and (b) above.

Every project must contribute to the goal of enabling handicapped individuals to obtain competitive or supported employment.

ED makes every effort to ensure an equitable geographic distribution of projects in rural and urban areas throughout the nation.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: Applications are submitted to ED in response to a notice published in the Federal Register (for grants and cooperative agreements) or the Commerce Business Daily (for contracts).

Application notices published in the Federal Register will designate one or more of the activities described in Allowable Activities as priority. Grant or cooperative agreement applications must describe the proposed activities and the ways in which they will ultimately lead to competitive or supported employment for handicapped people, and must contain (except for studies or evaluations) provisions for data dissemination, coordination of services, and involvement by the handicapped and their parents in project planning and implementation.

Applications for contracts must respond to the terms of the Request for Proposals (RFP) published in the Commerce Business Daily.

Selection Criteria: Applications for contracts are evaluated on a competitive basis according to the criteria set forth in the RFP.

For grants or cooperative agreement competitions, field reviewers evaluate all applications according to the following weighted evaluation criteria totaling 100 points.

Points are divided as follows: plan of operation (10 points); quality of key personnel (10); budget and cost-effectiveness (10); adequacy of resources (5) and impact on current knowledge or practice, and the extent of dissemination to benefit appropriate target groups (10); evaluation plan (10); importance -- significance of the problem or issue, increased understanding of the problem, project staff experience related to the problem, and previous related research (10); and technical soundness -- design, proposed sample, instrumentation, and data analysis procedures (25); and innovativeness -- conceptual framework is founded on previous theory and research, and provides a base for unique strategies and approaches of the model (10).

INFORMATION CONTACT

Headquarters: Dr. William Halloran, Program Officer, Secondary and Transitional Services, Division of Educational Services, Office of Special Education Programs, U. S. Department of Education, 400 Maryland Avenue SW, Room 4625 Switzer Building, Washington, D. C. 20202. Telephone: (202) 732-1112.

PROGRAM: JOB TRAINING FOR THE DISADVANTAGED (TITLE II-A)

PURPOSE: To help prepare disadvantaged, unskilled youths and adults for entering the labor force by supporting job training and work-related activities.

DEADLINE: Programs operate on a program year that runs from July 1 to June 30. States submit job training plans every two years by a date specified by the Department of Labor. Service delivery areas submit their job training plans to the state by a date specified by the state. States and SDAs with current plans receive their annual formula grants automatically.

KEY FACTS

Eligibility: Each state receives federal funds based on its relative unemployment and poverty population, and then distributes the funds according to a similar formula to substate Service Delivery Areas (SDAs).

Within each SDA, Private Industry Councils (PICs) composed of representatives of business, labor, education, and other community institutions and groups work with the local governments to set local job training priorities and select the local organization(s) that will actually receive the funds and conduct the job training programs.

The program is intended mainly for the economically disadvantaged (people receiving cash welfare payments or with incomes not in excess of the poverty line or 70 percent of the lower living standard income level), but up to 10 percent of the participants may be people who are not economically disadvantaged but face other barriers to employment -- this includes individuals who have limited English language proficiency, displaced homemakers, school dropouts, teenage parents, handicapped, older workers, veterans, offenders, alcoholics, or addicts.

Allowable Activities: States receive formula grants which they pass on to local service delivery areas (SDAs) to provide job training and supportive services to economically disadvantaged adults and youth and certain other people facing barriers to employment.

Eligible training activities include:

- 1) remedial education and basic skills training;
- 2) institutional skills training;
- 3) on-the-job training

- 4) advanced career training;
- 5) upgrading and retraining
- 6) school-to-work transition activities;
- 7) literacy and bilingual training;
- 8) on-site, industry-specific training; and
- 9) attainment of high school certificates. Funds may also be used to support job search assistance, job counseling, labor market information surveys, development of job openings and follow-up services.

In addition to regular programs, SDAs may also conduct one or more of four "exemplary youth programs:"

- a) the education for employment program, to help dropouts or potential dropouts achieve basic educational competency;
- b) the preemployment skills training program, to provide up to 200 hours of counseling, remedial education, training in job-seeking and job-holding skills, and vocational exploration to youth (including individuals aged 14 and 15) who do not meet basic levels of educational competency and who intend to take full-time work after leaving school;
- c) the entry employment experience program, to provide cooperative education or tryout employment for youths who are currently enrolled in high school and have not recently held a part-time job; and
- d) the school-to-work transition program, to help dropouts or seniors who plan to start full-time work after graduation.

Seventy percent of each SDA's allocation may cover training, including on-the-job training services; employer outreach necessary to obtain listings of training opportunities; salaries; fringe benefits; equipment and supplies for personnel directly engaged in training; books and other teaching aids; classroom and utility space; and tuition.

Administrative expenses may not exceed 15 percent of the total allotment. The remaining portion of an SDA's allotment may be used for supportive services as well as any stipends, wages, or allowances not covered by the training funds.

Supportive services include transportation, health care, special services and materials for the handicapped, child care, meals, temporary shelter, financial counseling, and other reasonable expenses required to enable needy individuals to participate in a training program.

Of each state's allotment, 78 percent goes for the programs described above. The remaining funds support state education programs emphasizing literacy training, dropout prevention, and school-to-work transition (8 percent), training programs for older workers (3 percent), incentive grants and technical assistance for SDAs (6 percent), and the cost of auditing and administrative activities on the state level (5 percent).

Restrictions: Grant recipients must use at least 40 percent of the funds for services to economically disadvantaged youth, though this figure is subject to adjustment to account for local conditions. Except for rural area prime sponsors, no more than 15 percent of an SDA's allotment may be spent for administration, and no more than 30 percent may be spent for administration and supportive services combined. Funds may not support public service employment programs or political or sectarian activities. ETA limits eligible expenditures for certain training costs.

SDAs that fail to meet federally specified performance standards for two years in a row are subject to reorganization under state supervision.

GRANT-MAKING PROCESS

Administering Agency: Employment and Training Administration (ETA), Department of Labor

Application Procedure: Every two years, states submit to ETA a plan describing their goals and objectives for training and placement programs. The plan sets criteria for coordinating activities with programs and services provided by state and local education and training agencies, public assistance agencies, state employment services, postsecondary institutions and similar institutions with a direct interest in employment and human resource utilization within the state. SDAs submit similar plans to the states every two years.

SDAs contract with qualified local service providers for the necessary employment and training services.

Selection Criteria: ETA officials review all state plans and approve those that meet the requirements and procedures described here. Formula grants are awarded annually to states with current plans. States subgrant funds to SDAs.

INFORMATION CONTACT

State: State Office of Employment and Training

Headquarters: Robert N. Colombo, Director, Office of Employment and Training Programs, Employment and Training Administration, U. S. Department of Labor, 200 Constitution Avenue NW, Room N-4703, Washington, D. C. 20213. Telephone: (202) 535-0577.

PROGRAM: SUMMER YOUTH EMPLOYMENT AND TRAINING (TITLE II-B)

PURPOSE: To help disadvantaged youth develop skills that will enhance their future employability by providing job training and employment services for them during the summer (or, in areas where schools operate year-round, during periods corresponding to summer vacation).

DEADLINE: States submit job training plans every two years by a date specified by the Department of Labor. Service delivery areas submit their job training plans to the state by a date specified by the state. States with current plans receive formula funds annually.

KEY FACTS

Eligibility: States receive formula allocations from the Department of Labor (DOL) and pass them on to designated Service Delivery Areas (SDAs). Private Industry Councils in each SDA select qualified public or private agencies to actually receive the funds and operate the programs. Indian tribes and organizations also receive a separate allocation of funds to serve Indian youth.

Eligible participants are economically disadvantaged youths ages 16 through 21. (An economically disadvantaged person is a member of a family receiving cash welfare payments or having an income not in excess of the poverty level or 70 percent of the lower living standard income level.) Individuals ages 14 and 15 may also participate in the program if appropriate and set forth in the job training plan.

Allowable Activities: States receive formula grants which they pass on to local service delivery areas (SDAs) to provide temporary jobs and training programs for youth to help prepare them for future employment. Programs must be conducted during the summer months or, where schools are on a year-round schedule, during other periods corresponding to summer vacation.

Training activities funded by this program include basic and remedial education, institutional and on-the-job training, work experience programs and occupational training preparation for work. Employment counseling, employability assessment, job referral and placement, as well as job search and job club activities, help youths find employment possibilities.

In addition, local programs must also assess the reading and math skills of eligible youth and provide basic and remedial education programs in their summer programs.

Unlike the related Title II-A regular disadvantaged adult and youth program and the Title III dislocated worker program, the Title II-B summer youth employment program is permitted to fund public service employment.

In addition to employment and training activities, grantees may also use funds to pay for supportive services necessary to enable eligible individuals to participate in the program. Such supportive services may include transportation, health care, meals, temporary shelter, special aids for the handicapped and similar services.

Restrictions: Participants may not work more than 40 hours per week or in occupations the DOL determines as hazardous.

Programs may only be conducted during summer vacation, or where the schools are on a year-round schedule, during periods corresponding to summer vacation.

Grantees may not spend more than 15 percent of their program allocation for administrative costs.

GRANT-MAKING PROCESS

Administering Agency: Employment and Training Administration (ETA), Department of Labor

Application Procedure: Every two years, states must submit to the Department of Labor a plan describing the goals and objectives for training and placement programs. The plan establishes criteria for coordinating activities with programs and services provided by state and local education and training agencies, public assistance agencies, state employment services, postsecondary institutions and similar institutions with a direct interest in employment and human resource utilization within the state. SDAs submit similar plans to the states every two years.

SDAs contract with qualified local service providers for the necessary employment and training services.

Selection Criteria: DOL officials review all state plans and approve those that meet the requirements and procedures described here. Formula grants are awarded annually to states with current plans. States subgrant funds to SDAs.

INFORMATION CONTACT

State: State office for employment and training

Headquarters: Robert N. Colombo, Director, Office of Employment and Training Programs, Employment and Training Administration, U. S. Department of Labor, 200 Constitution Avenue NW, Room N-4703, Washington, D. C. 20213. Telephone: (202) 535-0577.

PROGRAM: JOB CORPS

PURPOSE: To support the operation of special residential and non-residential centers which provide economically disadvantaged youths with educational and vocational training and other services in order to help them become responsible, employable, and productive citizens.

DEADLINE: Announced from time-to-time in the Commerce Business Daily.

KEY FACTS

Eligibility: The Department of Labor's Employment and Training Administration (ETA) selects Job Corps center sites and then contracts with federal, state, and local public agencies, private nonprofit organizations, Indian tribes and organizations, labor unions, or private profit-making organizations to operate each center and provide support services. Service delivery areas designated under the Job Training Partnership Act (JTPA) may conduct outreach and screening activities as well. Postsecondary institutions and company-sponsored training programs may provide advanced career training activities.

Centers provide services to economically disadvantaged youths (from families at or below 70 percent of the federal low income level) ages 16 to 21, inclusive (handicapped individuals may be over 21), who currently live in culturally deprived, disruptive, or disorienting environments which thwart their progress in education, training, and adjustment. Enrollees must have the physical and mental capabilities to benefit from the program, have no serious criminal record, and volunteer to enroll in the Job Corps.

Allowable Activities: Job Corps centers provide a well-supervised, residential setting in which to supply disadvantaged youths with an intensive array of services designed to improve their employability and otherwise prepare them to become stable, productive citizens. These services include education, vocational skills training, work experience (either in direct program activities or through arrangements with employers), counseling, health care, and other services that meet enrollees' needs. In addition, centers work to improve enrollees' reading, language, and math skills, and to help enrollees obtain a high school equivalency certificate. While the program is mainly residential, up to 10 percent of Job Corps participants may be nonresidential enrollees.

Once an enrollee completes the basic course (which may last as long as two years, but averages 7-8 months), the Job Corps will help him get a job, enter a technical school or junior college, enroll in the armed forces, or obtain an extra year of on-the-job experience through the "advanced career training program."

As of January 1989, there were 107 Job Corps centers (with a total of 40,500 training slots) located across the country. Of these, 30 are Civilian Conservation Centers (CCCs) located in rural areas and operated by the Departments of agriculture and Interior. The CCCs provide education, training, and work experience to eligible youths in conjunction with projects to conserve, develop, and manage publicly owned lands and recreational areas.

The other 77 centers are located in both urban and rural environments, and the operating contracts for these centers are open for competitive bid. Two of these centers operate the advanced career training program, while the other 73 provide basic Job Corps educational and vocational training services.

In addition to providing education and training, organizations under contract to operate centers use funds to supply enrollees with personal travel and leave allowances, health services, room and board, transportation, clothing, equipment, recreational services, day care services, legal services, placement services, and other necessary support services. Funds may also support staff training, administrative expenses, center maintenance, including construction and building rehabilitation costs, and costs associated with recruitment, screening, and selection of candidates.

In addition to the 77 basic center operating contracts, there are approximately 77 other outstanding contracts for Job Corps support services: 12 with labor unions and the National Homebuilders Association to provide specialized training and educational services, and roughly 65 contracts with state or private employment services to perform outreach and screening of Job Corps participants.

A couple of years ago, in order to explore new and more effective methods of delivering Job Corps services, ETA launched an initiative entitled "Job Corps II." Under this initiative, certain centers are permitted to use non-standard teaching and operating methods. In some cases, some Job Corps regulations relating to such matters as teacher-student ratios were waived entirely. In connection with Job Corps II, ETA also established a non-residential stand-alone center and a non-residential satellite center. These demonstrations are drawing to an end and will be evaluated in 1990 and 1991.

Job Corps plans to open six more centers over the next couple of years. Site selection is expected to be complete by spring 1989, after which contracts will be awarded first for construction and finally for operation of the new centers.

Restrictions: Before accepting a youth into the program, Job Corps screens every applicant to ensure that the applicant is likely to benefit from the experience and not be disruptive.

Center operators must comply with standard federal regulations concerning such matters as nondiscrimination and financial controls. Contractors may not use funds, personnel, or enrollees for political or sectarian activities.

GRANT-MAKING PROCESS

Administering Agency: Employment and Training Administration (ETA), Department of Labor

Application Procedure: Eligible organizations interested in operating a Job Corps center or providing a support service to a center must respond to Requests for Proposals (RFPs) in the Commerce Business Daily. ETA regional offices issue RFPs throughout the year, depending upon each center's contract expiration date. For information concerning the present contract status of local centers, contact the appropriate ETA regional office.

Operating contracts typically run for an initial two-year period, with three one-year renewal options, for a total contract period of five years.

Selection Criteria: Specified in the RFP for each solicitation.

INFORMATION CONTACT

Regional: Regional ETA Office

Headquarters: Peter Rell, Director, Job Corps Program, Employment and Training Administration, Department of Labor, 200 Constitution Avenue NW, Room N-4510, Washington, D. C. 20213. Telephone: (202) 535-0550.

PROGRAM: EMPLOYMENT AND TRAINING RESEARCH, EVALUATION, PILOT AND DEMONSTRATION

PURPOSE: Program funds innovative projects to arm American workers - particularly women, blacks, Hispanics, the homeless and other disadvantaged or dislocated workers - with the skills they need to get jobs in the changing U. S. economy.

DEADLINE: Open competitions are announced by publication in the Federal Register (grants and cooperative agreements) or the Commerce Business Daily (contracts). Limited competitions are announced exclusively through the Employment and Training Administration's administrative communications system.

KEY FACTS

Eligibility: State and local public agencies, private for-profit and nonprofit organizations, colleges and universities, community-based organizations, and labor groups are eligible to receive funds under the open competitions established by this program. Some competitions are limited to states, service delivery areas (DSAs), or private industry councils (PICs) under the Job Training Partnership Act (JTPA).

Allowable Activities: Under a variety of different laws, DOL has very broad research and demonstration authority. DOL funds labor market studies, research and demonstration projects to improve techniques and demonstrate the effectiveness of specialized methods of meeting employment and training problems, and pilot projects to help groups with special needs (e.g. handicapped, displaced homemakers, dislocated workers, dropouts), avert skill shortages and eliminate artificial barriers to employment.

DOL must give special consideration to pilot project applications submitted by community-based organizations, labor unions, and inter-state trade associations.

The department evaluates all research, demonstration, and pilot programs on a continuing basis.

A separate authority under the Stewart B. McKinney Homeless Assistance Act (P.L. 100-77) authorizes demonstration projects to provide job training for the homeless. The same law provides for a related effort, Homeless Veterans Reintegration Projects, operated by the Veterans Employment and Training Service, a separate division of the Labor Department.

DOL usually publishes an annual program plan establishing the broad program areas in which it intends to fund projects over the coming year. The program plan may directly invite applications, or it may indicate that more specific solicitations will be published later in the **Federal Register** or **Commerce Business Daily**. Where a competition is limited to a small group (for example, state employment agencies) or to a specified source, the invitation to apply or bid may be communicated directly to the eligible applicants.

The department may select new subject areas of need and eliminate others each program year as needs are fulfilled and priorities change.

DOL published its Program Year 1989 Program Plan in the **Federal Register** on September 6, 1989. This plan specified five areas in which DOL planned to solicit applications for grants or contracts in the months ahead. In addition, the notice stated that DOL planned to establish a formal competition -- to be announced later in the **Federal Register** -- for field-initiated proposals is to help potential applicants understand the kinds of proposals that are fundable under the Research, Evaluation, Pilot and Demonstration Program, and reduce the number of inappropriate proposals that are submitted for ineligible activities, such as establishing businesses, buying buildings, or unnecessarily replicating well-established operations.

The Program Year 1989 Program Plan proposed to fund projects in the following five areas:

1. Workplace 2000: As the job market demands increasingly sophisticated workers in the years to come, the number of young people entering the job market will decline, and a growing fraction will be minorities that are traditionally educationally disadvantaged. Employers will be forced to seek out and invest in groups heretofore underutilized, such as welfare recipients, or ship jobs overseas. DOL plans to perform a number of studies on the changing nature of the labor force and responses to it.

Topics include employer-based training, labor market information, use of foreign workers to fill certain labor shortages (e.g. nursing), the impact of immigration generally, changes in employment status (e.g. use of contingent and part-time employees), employer attitudes toward workplace training, and impact of unemployment insurance program extensions during times of recession. Also planned are some inter-agency demonstrations aimed at preparing at-risk groups, such as welfare recipients and teenage parents, for work.

2. Youth Opportunities: Entry-level jobs are demanding increasingly high levels of math, reading, and communications skills, but businesses report that the educational skills of young people are not sufficient for the jobs. Many young people fail to see the connection between education and jobs, and many drop out of school. DOL will examine the results of successful demonstrations linking school and work and providing apprenticeship opportunities to determine what dropout prevention/reentry and school-to-work transition methods succeed.

Major youth demonstrations are planned for large cities and rural areas that will link the various available local services relevant to well-being of dropouts and potential dropouts. DOL also plans linkages with some foundations to pursue some long-term research and evaluation studies of at-risk youth.

3. Workplace literacy: This emphasis area responds to the fact that the number of jobs requiring literacy and analytical skills is increasing, while jobs requiring only strength and manual skills is shrinking. In addition, constantly changing jobs, technologies, and working environments require increased adaptability and mobility from workers. DOL seeks projects that will heighten workplace literacy among groups in particular need of enhancing their workplace literacy skills and projects that assess literacy skill levels.
4. Worker Adjustment Assistance and Adult Programs: Under this category, DOL will address delivery of worker adjustment services by state agencies under the Trade Adjustment Assistance Act and the new JTPA Title III Dislocated Worker program. DOL will also examine related programs bearing on worker adjustment (e.g. Targeted Jobs Tax Credit).

This category also includes general research and assessments of JTPA and Unemployment Insurance and studies of the kinds of jobs JTPA trainees get and the success of systems to identify mass layoffs. A major emphasis will be examination of the increasing participation of women in the workforce and conflicts between work and family needs, such as care of children and elders.

5. Job training for the Homeless: ETA implements job training projects for the homeless, authorized by the Stewart B. McKinney Homeless Assistance Act. Projects may include basic skills instruction, counseling, job development, basic literacy, and other activities described in Section 204 of JTPA.

For more details on these initiatives, contact the program office or consult the Federal Register index under "Employment and Training Administration" to locate recent notices relating to individual areas of interest.

Restrictions: Pilot projects may not be assisted for more than 3 years. Most projects require some level of grantee match. Restrictions for individual competitions are contained in the funding notices.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Labor

Application Procedure: DOL usually publishes a program plan in the Federal Register describing in general terms what kind of projects it intends to fund in the coming year. Subsequently, open competitions are announced by publication in the Federal Register (grants and cooperative agreements) or the Commerce Business Daily (contracts). New program areas may be announced at any time.

Competitions open only to states or service delivery areas (SDAs) and private industry councils (PICs) designated under the Job Training Partnership Act are announced exclusively through the Employment and Training Administration's (ETA) administrative communications system.

Potential contractors may get on the DOL bidders' list by writing: Office of Acquisitions and Assistance, Department of Labor, Employment and Training Administration, Room C-4305, Frances Perkins Building, 200 Constitution Avenue NW, Washington, D. C. 20210; Attention: Bidders List.

Selection Criteria: Applications are judged according to weighted selection criteria established under individual competitions.

INFORMATION CONTACT

Headquarters: Lafayette Grisby, Research and Demonstration Division, Employment and Training Administration, Department of Labor, Room N5637, 200 Constitution Avenue N.W., Washington, D. C. 20210. Telephone: (202) 535-0677.

PROGRAM: JOB OPPORTUNITIES AND BASIC SKILLS PROGRAM (JOBS)

PURPOSE: Provides formula grants to states for state and local programs to provide education, training and employment services to people receiving Aid to Families with Dependent Children (AFDC) to enable them to get jobs and leave the welfare rolls. States also receive funds to provide child care, transportation and other necessary work-related supportive services to AFDC recipients to enable them to participate in the JOBS program.

DEADLINE: States meeting eligibility requirements may draw funds as needed. States may operate JOBS programs directly or through arrangements or contracts with public or private agencies and organizations.

KEY FACTS

Eligibility: State welfare agencies (including such agencies in D. C. and the territories) receive funds on a formula basis to conduct eligible activities, either directly or through arrangements or contracts with administrative entities under the Job Training Partnership Act, with state and local education agencies, and with other public agencies and private organizations (including community-based organizations).

During a six month "open season" after the JOBS program was enacted, Indian tribes and Alaskan native villages were permitted to apply to operate their own JOBS programs, with a pro-rata share of funds deducted directly from the relevant state's allocation. A total of 125 applicants (some representing more than one tribe or village) applied by the closing date of April 13, 1989. Unlike states, Indian tribes and Alaskan villages are not required to provide a nonfederal match.

Allowable Activities: As a condition of receiving funds under the federal program of Aid to Families with Dependent Children (AFDC, or "welfare"), states must establish a job opportunities and basic skills (JOBS) program for AFDC recipients to help them get the education, training and employment they need to leave the welfare rolls. States must also guarantee AFDC recipients such child care as needed to enable them to participate in JOBS.

JOBS was enacted as part of a massive welfare reform act (P.L. 100-485) on October 13, 1988. It incorporates some predecessor programs operated under Title IV-A of the Social Security Act and replaces the former Work Incentives Program (WIN).

Under JOBS, HHS will provide matching funds (up to a specified limit) to states to provide education, training, and employment opportunities for JOBS participants, as well as to provide transportation assistance and other work-related supportive services necessary for AFDC recipients to participate in the program.

Funds to provide essential child care services needed to enable welfare recipients to participate in the JOBS program are matched on an open-ended basis under the basic AFDC program.

As part of the 1988 welfare reform package, Congress also provided for AFDC recipients to continue to receive child care and Medicaid benefits for up to 12 months after they leave the welfare rolls to help ease their transition to independent jobs.

The JOBS program will be phased in over the next couple of years. States must establish a JOBS program no later than October 1, 1990, but may start such a program and obtain funding for it as early as July 1, 1989 at their option. By October 1, 1992, each state must make the program available in all cities and counties in the state, except where it is infeasible.

With some exceptions, AFDC recipients will be required to enroll in a state-operated JOBS program in order to continue to receive welfare payments, but only if JOBS funds and services are available in the recipients' area of residence and the state guarantees that the individual will receive child care, transportation, and other work-related supportive services needed to enable the person to participate.

Exempt from participation is any individual who is ill, incapacitated or elderly, is needed at home to care for another ill or incapacitated family member, is the caregiver for a child under 3 (or under 1, at state option), already works 30 or more hours per week, is under 16 or attends school full-time, is at least 3 months pregnant, or resides in an area where the program is not available. AFDC recipients who are not otherwise required to participate in JOBS may volunteer to do so.

Parents caring for a child under 6, including the spouse of a principal wage-earner, may not be required to participate more than 20 hours each week.

Teenage care-givers who are receiving AFDC and have not completed high school will be required to participate in educational activities full-time, except that participants aged 18 and 19 who are not making progress in schooling will be required instead to participate in educational activities full-time, except that participants aged 18 and 19 who are not making progress in schooling will be required instead to participate in training activities up to 20 hours per week.

The JOBS program is a "capped entitlement," that is, states are entitled to draw funds based on their legitimate program expenses up to an aggregate annual total specified in the law: \$600 million in FY 1989, \$800 million in FY 1990, \$1 billion in each of FYs 1991, 1992, and 1993, \$1.1 billion in FY 1994, and \$1.3 billion in FY 1995.

Of the total amount available each year, each state may draw an amount for program expenses that is equal to the amount it received under WIN plus an amount based on its relative share of adult AFDC recipients.

The federal share of work program expenditures is 90 percent, up to the amount allotted to the state under WIN in FY 1987 (the WIN formula was based on WIN program participation and successful job placement) with some additional amounts based on the Medicaid matching rate or 60 percent, whichever is greater. (Administrative costs and certain supportive services are subject to a different matching rate.) The state matching share may be in cash or in kind, except that the match in excess of the amount based on the FY 1987 WIN allocation must be in cash.

However, this matching share drops to 50 percent for a given state unless at least 55 percent of JOBS participants in the state fall into one of the following high-priority categories:

1. families in which the custodial parent is under age 24 and
 - a) has not completed high school or is not enrolled in high school or
 - b) had little or no work experience in the preceding year;
2. families in which the youngest child is within 2 years of being ineligible for assistance because of age;
3. families which have received assistance for more than 36 months during the preceding 60-month period.

First priority within these groups goes to people actively seeking to participate in the JOBS program.

In general, states are expected to meet a monthly participation rate of AFDC recipients of 7 percent in FYs 1990 and 1991, 11 percent in FYs 1992 and 1993, 15 percent in FY 1994, and 20 percent in FY 1995. Effective in FY 1991, the federal matching share for states that fail to meet these goals will be cut to 50 percent, except that the penalty may be waived for any year if the state has a plan to meet the goal in succeeding years.

In states where two-parent households are eligible for AFDC because the principal wage-earner is unemployed (as of October 1988, only 27 states offered AFDC for two-person households, but

all must do so by October 1, 1990), the principal wage-earner must participate in at least 16 hours a week in a work supplementation, community work experience (CWEP) or other work experience program, on-the-job training, or approved state-designed program. At least 40 percent of these families in a state must participate in FY 1994, 50 percent FY 1995, 60 percent in FY 1996, and 75 percent in FYs 1997 and 1998.

For each person involved in the JOBS program, the state must make an initial assessment of the person's educational, child care, and supportive services needs. Potential participants must be informed of their rights and duties under the program, including the types of services that will be offered (including availability of supportive services, child care, and transitional day-care and health coverage benefits after recipients leave the welfare rolls). The state may provide a case manager.

With the individual's participation, the state will develop an employability plan setting forth the training or work the participant will engage in and the services that the state will provide.

Sanctions such as partial suspension of benefits are imposed if a AFDC recipient who is required to participate in JOBS refuses to participate, drops out of the program, or fails to accept a bonafide job which he or she would be able to fulfill (lack of necessary child care, transportation, and other supportive services is good cause not to participate).

State must use their JOBS funds to provide (either directly or through other agencies) all the following services and activities: educational activities (as appropriate), including high school or equivalent education (combined with training as needed), basic and remedial education to achieve a basic literacy level and education for individuals with limited English proficiency; jobs skills training, job readiness activities; and job development and job placement. States must also provide two of the following: group and individual job search; on-the-job training; "work supplementation" programs; and "community work experience programs" (CWEP) or similar state programs approved by HHS.

(In a work supplementation program, the state uses the AFDC funds to subsidize a public or private job for the aid recipient, who thereby receives his or her aid in the form of a wage. Under a CWEP program, welfare recipients with few or no job skills are required to work in a public service job for up to nine months in order to give them work experience, after which they are reevaluated for employability.)

In addition to the above-named services, states may use funds to provide appropriate postsecondary education or other education, training, or employment services approved by HHS.

If an individual is age 20 or older and does not have a high school diploma or equivalent, the state must include education in the person's employability plan, unless the person demonstrates basic literacy skills or the plan identifies as a final employment outcome a job that does not require a high school diploma or equivalent. In the event such a person is targeted for education, no other activity in the employability plan may be allowed to interfere with the person's education.

Restrictions: Funds must supplement, not supplant, nonfederal funds used for existing programs serving the same purposes. State or local expenditures for the same purposes must be maintained at the FY 1986 level.

Participants must be assigned to activities that are appropriate for their age, condition, location, and abilities. Work assignments may not displace workers or impair existing contracts.

Funds may not be used for construction.

By October 1, 1993, HHS will develop performance standards to measure the success or failure of a state's JOBS program.

GRANT-MAKING PROCESS

Administering Agency: Family Support Administration (FSA), Department of Health and Human Services

Application Procedure: The state must submit a program plan at least every two years describing how it will run the program, who will be served, and in which areas of the state services will be provided.

Prior to submitting the plan to HHS, the state must submit it to the state job training coordinating council and publish it for public review and comment. A variety of other program requirements are designed to ensure close coordination of JOBS activities with other activities funded under the JOB Training Partnership Act and other appropriate employment, education, and training activities in the state.

Local entities interested in providing JOBS services should contact the state welfare agency to ascertain how to apply to the state for funds.

Selection Criteria: States with approved plans may draw funds as necessary, up to the state limit.

INFORMATION CONTACT

Local/Regional: Local entities seeking funds should contact their state welfare agency.

Headquarters: Mark Ragan, Task Force Leader on JOBS Implementation, Family Support Administration, Department of Health and Human Services, 901 D Street SW, Fifth Floor, Washington, D. C. 20447. Telephone: (202) 252-5137.

PROGRAM: ALLEN J. ELLENDER FELLOWSHIP PROGRAM (CLOSE-UP FOUNDATION)

PURPOSE: To provide secondary school students (and in some cases senior citizens and recent immigrants) the opportunity to observe the workings of the federal government.

DEADLINE:

KEY FACTS

Eligibility: The Allen J. Ellender program provides grants to the Washington, D. C., based Close-Up foundation to award fellowships directly to secondary schools. Funds help economically disadvantaged students and their teachers to students. In making awards to eligible students, special consideration must be given to handicapped students, migrant children, children of recent immigrants, and gifted and talented children.

About 15 percent of the nation's high schools have participated in Close-Up, including schools in Puerto Rico and the territories.

If at least \$2.5 million is appropriated in any fiscal year for the secondary school program, then Congress is permitted to appropriate funds for that fiscal year to enable economically disadvantaged older Americans and recent immigrants to participate in the Close-Up program as well.

Allowable Activities: Close-Up is a non-profit organization that receives funds each year from Congress, through Ellender grants, to enable secondary school students and teachers to visit the nation's capital to observe, "close up," the workings of democratic institutions in America at the national level. Legislation enacted in 1988 enabled Close-Up to use Ellender grants to aid economically disadvantaged older Americans and recent immigrants in the program for the first time, provided enough funds are appropriated.

The older American program existed on a small scale before the 1988 amendments, but no federal funds supported this aspect of the program. The new law broadens the scope of older American assistance and authorizes federal funds for economically disadvantaged older Americans for the first time.

Restrictions: The Close-Up Foundation is required to issue a final progress and technical report to the Department of Education at the end of each grant year, as well as cooperate with the Comptroller General in any audits or examinations of the foundation's records.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: Close-Up invites schools to participate in the high school program each year. Originally, Close-Up sought schools to join the program; its increasing popularity, however, has led to a flood of inquiries by interested schools and now the schools seek out Close-Up. Usually, this is done with the cooperation of political, scholastic or business leaders in an area on behalf of the entire area. Close-Up officials then choose which schools to invite with the help of LEAs and private school associations. For the portion of the program funded with federal dollars, Close-Up must aid disadvantaged children and teachers. The foundation also strives to achieve a mix between urban and rural areas. Close-Up always welcomes inquiries from schools that have not been aided in the past.

Selection Criteria: See "Allowable Activities."

INFORMATION CONTACT

Headquarters: Chuck Tampio, Executive Assistant to the President, Close-Up Foundation, 1235 Jefferson Davis Highway, Arlington, Virginia 22202. Telephone: (703) 685-6657.

PROGRAM: FIRST -- GRANTS FOR SCHOOLS AND TEACHERS

PURPOSE: To provide competitive grants to improve opportunities for and performance of elementary and secondary students and teachers.

DEADLINE: Announced from time-to-time in the Federal Register.

KEY FACTS

Eligibility: Under the Grants for Schools and Teachers component of the Fund for the Improvement of Schools and Teachers (FIRST), ED awards grants to SEAs, LEAs, institutions of higher education (IHEs), nonprofit organizations, individual public or private schools, consortia of such schools, or consortia of such schools and institutions.

A specified amount of funds is reserved each year for schools and Teachers grants for school-level projects involving a single school or consortium of schools and operated under the direct responsibility of a teacher or administrator at the school.

Allowable Activities: The Grants for Schools and Teachers program is one of the two components of the new FIRST program for elementary and secondary education. (The other component is Family-School Partnerships, described in the following program description.) FIRST resembles in intent the Education Department's current Fund for the Improvement of Postsecondary Education (FIPSE) and is required to coordinate its activities with FIPSE.

Up to two-thirds of the annual FIRST appropriation may go to School and Teacher grants or contracts for projects to improve opportunities for and performance of elementary and secondary students and teachers. Eligible activities include:

1. helping educationally disadvantaged or at-risk children meet higher educational standards;
2. providing incentives for improved performance;
3. strengthening school leadership and teaching;
4. promoting closer ties among school teachers, administrators, other educational personnel, families and the local community;
5. providing opportunities for teacher enrichment and other means to improve the professional status of teachers;

6. encouraging projects that reallocate existing resources (both human and financial) to serve children better by refocusing priorities;
7. allowing local schools to establish closer ties with an institution of higher education to increase educational achievement;
8. increasing the number and quality of minority teachers;
9. providing entry-year assistance to new teachers, administrators, and other educational personnel;
10. improving the teacher certification process, especially for schools, districts, or states facing severe shortages of teachers; and
11. teaching students to be responsible for their school environment, involving students in the care and maintenance of their classrooms, and promoting individual responsibility and involvement in civic activities.

A portion of funds is reserved for School-Level Schools and Teachers projects involving a single school or consortium of schools and operated under the direct responsibility of a teacher or administrator at the school. While the LEA must act as fiscal agent for the project, all the funds must be spent at the school level. Grants for school-level projects may not be less than \$5,000 or more than \$125,000 in any fiscal year.

Priority for School and Teacher Grants will go to projects that will benefit students or schools with below-average academic performance, will lead to increased access of all students to a high quality education, and develop or implement systems for providing incentives to schools, students, teachers and other personnel to make measurable progress to specific goals of educational performance.

For the purpose of projects involving incentive systems, incentives may include financial rewards, regulatory waivers, open enrollment among schools, grants to schools for innovative projects, or other rewards.

Project goals may include increased graduation or attendance rates, improved student achievement, reduced dropout rates, reduced vandalism or juvenile delinquency, or other goals of educational improvement.

FIRST disseminates the results of exemplary projects to educational organizations and enters the projects in the National Diffusion Network. ED reserves \$150,000 annually for dissemination.

Restrictions: The maximum project period will not exceed 3 years.

Funds must supplement, not supplant, other resources available to the grantee. ED may restrict the amount of funds made available for capital equipment purchases to a certain percentage of the grant.

School-level projects are subject to special restrictions on the amount of funds that may be used for indirect costs.

GRANT-MAKING PROCESS

Application Procedure: The FIRST Fund will be headed by an appointed director and will be governed by a board which will set annual priorities for awarding grants and evaluate applications.

The program announces availability of funds in the Federal Register. Applicants submit applications to ED and forward a copy to the relevant SEA for review and comment. Applications for school-level projects involving an individual school or consortium of schools must be submitted by the appropriate LEA acting as fiscal agent for the full-time teacher or administrator who will run the project.

The statute establishes a mandatory set-aside for school-level projects and a competitive preference for projects addressing three specified priorities (see "Selection Criteria," below). In addition, the FIRST board may annually select one or more of the 11 activities outlined in "Allowable Activities" as an absolute, competitive, or invitational priority.

In any year that the Board designates one or more the 11 allowable activities as an absolute priority, the Board may accept and fund an unsolicited application addressing one of the activities that was not designated an absolute priority, subject to the same review and selection criteria as applications submitted in a regular competition.

In any competition, if a Schools and Teachers application could be funded under the companion FIRST program, Family-School Partnerships, ED may instead choose to consider it under that program.

Selection Criteria: The Board evaluates applications on a competitive basis, according to criteria measuring the need for the project (15 points), its plan of operation (20), educational value (20), budget and cost-effectiveness (10), evaluation plan (10), national significance (15), and quality of key personnel (10).

By statute, an amount equal to at least 25 percent of the total FIRST appropriation is set aside for school-level Schools and Teachers grants. Only projects addressing this absolute priority may compete for these funds.

In addition, for all Schools and Teachers grants, ED gives a competitive preference worth up to 25 additional points to projects that: will benefit students or schools with below-average academic performance; will lead to increased access of all students to a high quality education; or develop or implement systems for providing incentives to schools, students, teachers, and other personnel to make measurable progress to specific goals of educational performance.

The Board may establish other absolute, competitive, or invitational priorities in any year. However, in FY 1989, the Board only specified several invitational priorities (activities 1, 2, 5, 9 and 10).

In making awards, ED will attempt to achieve a diverse range and geographic balance of projects.

INFORMATION CONTACT

Headquarters: Daniel Schecter, Fund for the Improvement and Reform of Schools and Teaching, Office of Educational Research and Improvement, U. S. Department of Education, 555 New Jersey Avenue NW, Room 522, Washington, D. C. 20208-5524. Telephone: (202) 357-6496.

PROGRAM: NATIONAL SCHOOL VOLUNTEER PROGRAM

PURPOSE: To support projects to conduct national school volunteer programs.

DEADLINE: Published annually in the Federal Register.

KEY FACTS

Eligibility: Eligible to apply are SEAs, LEAs, institutions of higher education (IHEs) and other public and private agencies, organizations, and institutions.

Allowable Activities: The program will support projects to conduct national school volunteer programs.

For FY 1989, ED was particularly interested in projects that are intergenerational and that target services to at-risk students, emphasize drug and alcohol abuse prevention, or promote transfer of high technology skills from volunteers to students.

ED particularly invited applications for:

1. A national center for leadership in school volunteer and partnership programs involving educators, business people, students, senior citizens and others interested in improving elementary and secondary education. The center would operate nationally and would help schools develop and implement programs. To this end, the center would provide training in school volunteer program development, conduct an annual survey of volunteer projects, and evaluate volunteer programs.
2. Projects involving partnerships between elementary and secondary schools, LEAs and SEAs or any combinations of these, and one or more of the following: state or local government agencies, nonprofit organizations, IHEs, and businesses. Partnerships could establish or expand school volunteer projects at the state or local level, or strengthen the capability of SEAs and nonprofits to provide leadership and assistance to LEAs and nonprofit schools in the planning, operation and improvement of school volunteer programs.

However, applicants received no competitive advantage for proposing projects addressing any of these FY 1989 invitational priorities, and applicants were free to propose other kinds of projects.

Restrictions: See "Allowable Activities."

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: The program is currently authorized under annual authorizing language inserted in the annual Education Department Appropriations Act. Therefore, ED currently administers it solely on the basis of the authorizing language in the annual appropriations act and the Education Department General Administrative Regulations (EDGAR).

ED advertises availability of funds in an annual **Federal Register** notice. This notice may specify any annual priorities applicable to that year's competition. Applicants submit applications to ED describing how their project will be carried out, including a budget.

Selection Criteria: Applications in the FY 1989 competition were evaluated on a competitive basis according to weighted criteria (totaling 100 points) as described in EDGAR: meeting the purpose of the authorizing statute (30 points); need for the project (15) plan of operation (20); quality of key personnel (15); budget and cost-effectiveness (5); evaluation plan (5); and adequacy of resources (10). (Note: These weights may change in future competitions.)

PROGRAM: ADOLESCENT FAMILY LIFE DEMONSTRATION PROJECTS

PURPOSE: To support demonstration projects that test new approaches to providing care services for pregnant adolescents and adolescent parents and/or prevention services to encourage the postponement of premarital adolescent sexual activity.

DEADLINE: Announced periodically in the Federal Register.

KEY FACTS

Eligibility: Any public or private nonprofit organization or agency capable of providing the necessary services is generally eligible to apply for funds to conduct demonstration projects.

Allowable Activities: The program supports demonstration projects that test new approaches to providing care services for pregnant adolescents and adolescent parents and/or prevention services to encourage the postponement of premarital adolescent sexual activity.

The Office of Adolescent Pregnancy Programs (OAPP) funds both local projects, conducted at one site, and national demonstration projects, conducted at multiple sites.

OAPP offers three types of demonstration grants, depending upon the type of services to be provided by the grantee to eligible adolescents:

- 1) projects which provide "care services" only (services for the provision of care to pregnant adolescents and adolescent parents);
- 2) projects which provide "prevention services" only (services to prevent adolescent sexual relations); and
- 3) projects which provide a combination of care and prevention services. OAPP will specify which types of projects it intends to fund in a particular competition. In recent years, OAPP has only funded "care-only" or "prevention-only" projects; no new awards for combined projects have been made since FY 1982.

Projects providing CARE SERVICES must provide, either directly or by referral, the following core services:

1. pregnancy testing and maternity counseling;

2. adoption counseling and referral services;
3. primary and preventive health services (including prenatal and postnatal care);
4. nutrition information and counseling;
5. referral for screening and treatment of venereal disease;
6. referral to appropriate pediatric care;
7. educational services relating to family life and premarital relations, including information regarding adoption, education on the responsibilities of sexuality and parenting, development of materials to support the role of parents as the providers of sex education, and assistance to parents, schools, youth agencies, and health providers to educate adolescents and preadolescents concerning self-discipline and responsibility in sexuality;
8. appropriate educational and vocational services;
9. mental health services and referral to mental health services and to other appropriate physical health services; and
10. counseling and referral for family planning services. (Funds may not be used to provide family planning services other than counseling and referral unless appropriate family planning services are not otherwise available in the community.)

In addition to the required core services, care service projects may provide any of the following supplemental services:

1. referral to licensed residential care of maternity home services;
2. child care sufficient to enable the adolescent parent to continue education or to enter into employment;
3. consumer education and homemaking;
4. counseling for the immediate and extended family members of the eligible person;
5. transportation; and
6. outreach services to families of adolescents to discourage sexual relations among unemancipated minors.

PREVENTION PROJECTS should be directed at preventing adolescent premarital sexual relations by promoting strong family values and sexual abstinence among unmarried adolescents. Prevention projects may propose to provide any or all of the following services (OAPP does not require applicants to provide any specified number):

1. educational services relating to family life and problems associated with adolescent premarital sexual relations, including information regarding adoption, education on the responsibilities of sexuality and parenting, development of materials to support the role of parents as the providers of sex education, and assistance to parents, schools, youth agencies, and health providers to educate adolescents and preadolescents concerning self-discipline and responsibility in sexuality;
2. appropriate educational and vocational services;
3. counseling for the immediate and extended family members of the eligible person;
4. transportation;
5. outreach services to families of adolescents to discourage sexual relations among unemancipated minors;
6. pregnancy testing and maternity counseling;
7. nutrition information and counseling; and
8. referral for screening and treatment of venereal disease.

Grantees must spend between one and five percent of the grant award on program evaluation. The evaluation must be conducted by an organization independent of the grantee. To assist in the evaluation, grantees must develop a working relationship with a college or university within the grantee's state. OAPP may arrange for other types of assistance if this is not possible.

After making new awards in FY 1987, the program was only able to award funds to existing projects in FY 1988 because of budget cuts. However, the program was able to hold a competition for new awards in FY 1989.

The FY 1989 competition was announced in the *Federal Register* on February 14, 1989 at 54 FR 6830 and had a deadline of April 17, 1989. OAPP proposed to award approximately \$2 million for the first year of an estimated 16 demonstration projects. These were to include local care projects (ranging from \$50,000 to \$200,000, averaging \$150,000), local prevention projects (ranging from \$40,000 to \$150,000, averaging \$80,000), and national multi-site prevention projects (ranging from \$100,000 to \$250,000).

The FY 1989 competition introduced an innovation. In addition to traditional demonstration projects with an evaluation component as described above, OAPP also proposed to fund "evaluation-intensive" projects specifically designed to produce research-quality information bearing on the effectiveness of the demonstration intervention. These projects were eligible for awards up to 20 percent higher than the limits specified above, and up to 30 percent of the total award could be used for evaluation activities.

In the end, OAPP awarded a total of \$1.6 million in FY 1989 funds for 11 new demonstration projects, of which two were evaluation-intensive. In addition to these newly-funded projects, OAPP also supported 55 existing care and prevention demonstration sites in 25 states, OAPP also supported 55 existing care and prevention demonstration sites in 25 states, D. C., the Virgin Islands, and Puerto Rico.

Interested readers may also wish to refer to the closely related program, Adolescent Family Life Research Projects, in the Research chapter of the Guide.

Restrictions: Grants are approved for an initial three-year project period, and funded in annual increments. Funding beyond the first year is contingent upon satisfactory performance and availability of funds.

At the end of three years, a grantee may apply for an additional two years of funding on a competitive basis.

An award may not exceed 70 percent of the costs of the project for the first and second years, 60 percent for the third, and 40 percent for the fourth and fifth years. The nonfederal contribution may be in cash or in-kind.

Religion may not be taught or promoted in any project funded by OAPP. Projects may not provide abortions or abortion counseling or referral and may not advocate, promote, or encourage abortion. Only if an adolescent and her parents specifically request it may a project provide referral for abortion counseling to a pregnant adolescent.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Health and Human Services

Application Procedure: OAPP announces competitions periodically in the **Federal Register**. These announcements describe the types of services applicants must provide, as well as any geographical limitations that apply.

Application kits are available from OAPP headquarters in Washington, D. C., and completed applications must be submitted to the same office. Applicants should describe objectives and models they wish to implement, target groups to be served, types of clients expected to be served, arrangements for coordination with related services and interested groups (charitable organizations, voluntary associations, and parents), and evaluation plans.

At the time the application is submitted to OAPP, copies must also be submitted for review and comment to the appropriate governor's office and the state single point of contact (SPOC) designated pursuant to the intergovernmental review process established by Executive Order 12372.

Selection Criteria: OAPP staff and field readers review applications according to weighted factors specified in the program announcement. Selection factors applicable to the FY 1989 competition were as follows:

1. Applicant's ability to carry out the project -- 15 points;
2. Project methodology and expected benefits - 20;
3. Project's innovativeness and replicability -- 15;
4. Evaluation plan -- 20;
5. Applicant's provisions for complying with the law's requirements to involve families in delivery of services, in the case of care programs to promote adoption as a positive alternative, and in the case of prevention programs to promote abstinence from adolescent premarital activity -- 20; and
6. Compliance with various program requirements regarding parental involvement, funds management, referral services, and the like, as specified in Section 2006(a) of Title XX of the Public Health Service Act -- 10.

In making awards, OAPP attempts to ensure an equitable distribution of resources throughout the country and takes into account a variety of other factors, such as cost-effectiveness, plans to obtain other funds to continue the project when federal funds diminish and end, community commitment and involvement, incidence of adolescent pregnancy in the area and availability of services, the nature of the applicant organization, the population to be served, the organizational models for delivery of the service, the usefulness for policymakers and service providers and potential for complementing existing service models, and the applicant's capacity to administer funds responsibly.

In the FY 1989 competition, applications were reviewed in separate categories depending on whether they were standard demonstration proposals or evaluation-intensive proposals.

INFORMATION CONTACT

Headquarters: Ruth Sanchez-Way, Acting Director, Office of Adolescent Pregnancy Programs, Office of Population Affairs, Hubert H. Humphrey Building, Room 736E, 200 Independence Avenue SW, Washington, D. C. 20201. Telephone: (202) 245-7473.

PROGRAM: ACTION - STUDENT COMMUNITY SERVICE PROGRAM

PURPOSE: To establish or expand local student community service programs that encourage students to undertake volunteer service in their communities in such a way as to enhance the educational value of the service experience, through participation in activities which address poverty-related problems.

DEADLINE: Announced annually in the Federal Register.

KEY FACTS

Eligibility: Public and private nonprofit organizations may receive grants. In recent years, a large proportion of the applicants have been institutions of higher education, so almost half of current grantees are colleges and universities. However, current sponsors also include a great variety of other agencies, including United Way organizations, high schools, voluntary action agencies, Big Brother/Big Sister groups, local and state governments, housing projects, hospitals, and Girl Scout and Boy Scout groups.

Allowable Activities: Public and private nonprofit organizations may receive grants to establish or expand student community service projects that encourage students to engage in volunteer service in their communities in such a way as to enhance the educational value of the experience, through activities which address locally designated problems of poverty.

Student volunteers must be enrolled in secondary, secondary vocational, or post-secondary schools on an in-school or out-of-school basis. They work on a part-time, unpaid basis providing services that benefit low-income people.

Funds may be used for the costs of initiating or expanding a project, including such items as office space and salary and benefits for a full or part-time director.

ACTION provides necessary technical assistance and training in project management, fund raising and recruitment.

Projects are approved for periods of up to one year. Grants may be renewed for a second and third year at reduced funding.

Awards will not exceed \$15,000 for the first year, \$10,000 for the second, and \$5,000 for the third. Grantees must contribute at least \$3,000 each year, in cash or in-kind (e.g., office space, office equipment, supplies, accounting services, insurance, vehicles, telephones, printing, postage, volunteer recognition costs, travel, and personnel).

ACTION seeks project sponsors who can demonstrate the ability to generate sufficient nonfederal funding to continue the project after federal aid ends.

The grantee is required to develop and maintain community support for the student volunteer project through a planned program that includes public awareness and communications. Community representation, including representatives of youth groups, school systems, educational institutions, and the like, is required in the project's operation. Sponsors should also make appropriate provisions for events and activities to provide public recognition to the volunteers for their services to the community and to other organizations and individuals who contribute to the success of the project.

In developing volunteer opportunities, project sponsors should bear in mind the age, experience, and interests of the participating students, as well as the value of the learning experience to be derived from the activities. All volunteer activities must address problems of poverty identified by the local community.

Project sponsors should make sure that they have a written agreement with sites where the volunteer activities are carried out in order to define respective responsibilities and duties of the project staff and the staff at the volunteer site.

Grantees must make certain that participating volunteers are adequately insured. Transportation costs should be minimized, but volunteers may be reimbursed for out-of-pocket expenses related to travel to and from the volunteer site. ACTION encourages employment of a full-time director, but will accept a part-time director with justification.

Restrictions: Funds may not be used for lobbying or sectarian, pro or anti-union, or political activities, including voter registration or any other activity connected with elections. Grantees must practice nondiscrimination. Grantees may not displace employed workers nor may they charge for services rendered by volunteers under this program. Persons selected for project staff positions may not be related to other project staff or sponsor staff, officers, or board members unless cleared by ACTION.

Grantees must comply with all fiscal and programmatic aspects of the project and may not delegate or contract this responsibility to another entity.

GRANT-MAKING PROCESS

Administering Agency: ACTION

Application Procedure: Applicants must respond to the annual Federal Register notice, which will include deadlines and application instructions, as well as any special priorities applicable to that competition. Certain features of the program may change from year-to-year, and these will be detailed in the application notice.

When the application notice is published, project application forms will be available from ACTION state offices. Applications are to be submitted to the ACTION state offices for review, and they will subsequently be forwarded to the ACTION regional office for comment prior to submission to the headquarters office. The final decision is made by the Director of VISTA/Student Community Service Programs.

Applications must demonstrate that project goals and objectives are quantifiable, measurable, and show benefits to the student volunteers and the low-income community. They must describe expected learning outcomes and the projected number of participants and volunteer hours. They must also describe how students will be recruited and orientated. Nonfederal resources that will permit continuation of the project after federal aid ends must be identified.

To renew their grants for a second and third year, grantees must submit full applications each year. Renewal is contingent on satisfactory performance and availability of funds. The ACTION regional office makes the final approval or disapproval decisions on renewal applications.

Selection Criteria: Applications for new projects are evaluated on a competitive basis according to criteria measuring project quality and conformity to program requirements and objectives.

In addition, ACTION may also consider the following factors in making awards: geographical distribution; availability of volunteer activities to students from all segments of society; applicants' accessibility to other resources, both technical and financial; and allocation of Student Community Service resources in relation to other ACTION funds.

INFORMATION CONTACT

Local: State ACTION office.

Headquarters: Patricia A. E. Rodgers, Director, VISTA/Student Community Service, Office of Domestic Operations, ACTION, 1100 Vermont Avenue NW, Washington, D. C. 20525. Telephone: (202) 634-9424.

PROGRAM: ACTION -- MINI-GRANT PROGRAM

PURPOSE: To provide one-time grants to stimulate volunteer participation in local community-service groups.

DEADLINE: Announced annually in the Federal Register.

KEY FACTS

Eligibility: Public or private nonprofit organizations may receive grants.

Allowable Activities: Public or private nonprofit organizations that will use volunteers as an integral part of their service staff may receive one-year mini-grants for projects to stimulate volunteer involvement in activities addressing community problems.

The ACTION mini-grant program is designed to encourage the use of volunteer staff in community service projects, such as refugee assistance groups, big brother/sister programs, and drug abuse prevention campaigns. Expenses which can be defrayed by grant money include salaries of supervisory personnel, minor office supplies, and travel and insurance expenses for volunteers. Projects may be short-term or continuous in nature, but must have a demonstrable, lasting effect on the community.

Some examples of ACTION mini-grant recipients include the Minnesota Jaycees, who are using volunteers to publicize, develop, and distribute a book describing model drug and alcohol abuse recovery programs; the Executive Service Corps of Little Rock, Arkansas, which has established a volunteer clearinghouse linking 50 Arkansas corporations with nonprofit organizations, to which they donate goods and services; and the Lehigh Valley Volunteer Action Center in Bethlehem, Pennsylvania, which in its first year located and recruited community members to serve as volunteers in 30 local agencies.

ACTION establishes funding priorities on an annual basis. In recent years, ACTION priority areas have included the problems of youth (e.g. drug abuse, illiteracy, latchkey syndrome, adolescent pregnancy), Vietnam veterans, poverty-related problems, refugee assistance, and volunteer clearinghouse activities.

For FY 1989, ACTION specified four priority areas, summarized below. Applications would be considered in any of the four areas.

- a) illicit drug use prevention and education activities for youth;

- b) projects providing literacy training for: people in low-income and other underserved areas with a high concentration of illiteracy; dropouts reading at no higher than fourth-grade level; parents of children between ages 2 and 8 who themselves have minimal reading skills; or limited-English-proficient people who have a high need for functional proficiency in order to participate fully in American life (e.g. school or work);
- c) projects providing services to children and families (including, for example, providing quality day care, improving child protective services, expanding pre-and postnatal care, providing early identification for developmental problems, and similar activities);
- d) projects providing services to the homeless, including survival (such as food and shelter), stabilization (such as medical and referral services), growth (such as job training) and preventive services (such as mortgage assistance and post-shelter visits).

Restrictions: ACTION mini-grants are nonrenewable awards to be used in a budget period of one year or less. Grants of \$3,500 or more require at least a ten percent matching contribution, which may consist of either cash or in-kind contributions, such as the project director's salary and fringe benefits, space and equipment, or meals provided by volunteers. The federal share of the award does not normally exceed \$10,000 for local projects or \$15,000 for projects serving an entire state or region. In the FY 1989 competition, ACTION limited grants to no more than \$8,400 each.

Each federal dollar must generate at least 30 minutes of volunteer service. In situations where the number of volunteer hours cannot be recorded, the grantee must make a statement describing the project's impact on the issue of volunteer participation in the organization or community.

GRANT-MAKING PROCESS

Administering Agency: ACTION

Application Procedure: Applicants should address the priorities listed in the annual Federal Register announcement. Application forms are available from the ACTION state office. Applications should include a narrative describing the project to be funded and a budget proposal. They should be submitted through the ACTION state office. Final award decisions are made by ACTION headquarters in Washington, D. C.

Selection Criteria: ACTION staff review all applications according to the following factors:

1. Goals must be realistic, achievable and reasonable;
2. Project has potential to initiate, strengthen and supplement volunteer efforts;
3. Project has potential for solving problems through community self-reliance;
4. There is likelihood for long-lasting impact;
5. Project has high quality staff and sound staff structure;
6. Project must be innovative and creative;
7. The budget is realistic; and
8. There is evidence of private-sector and community support.

INFORMATION CONTACT

State: ACTION State Office

Headquarters: Joseph F. Bass, Program Manager, Mini-Grant Program, Program Demonstration and Development Division, ACTION, 1100 Vermont Avenue NW, Washington, D. C. 20525. Telephone: (202) 634-9757.

PROGRAM: GRANTS FOR TRAINING HEALTH PERSONNEL IN ALCOHOL AND DRUG ABUSE

PURPOSE: The program has two components: one supports continuing education for substance abuse counselors and other health professionals involved in drug and alcohol abuse prevention, education and intervention; and the other supports the training of medical and nursing school faculty in the diagnosis and treatment of alcohol and drug abuse.

DEADLINE: Announced periodically in the Federal Register:

KEY FACTS

Eligibility: Depending on the specific activities to be conducted, eligibility for awards under this program includes schools of medicine and other health professionals and other agencies with the ability to provide training in substance abuse prevention and treatment.

Allowable Activities: The program consists of two distinct components: one is designed to develop a national training system, begun in FY 1989, to provide continuing education in alcohol and drug abuse prevention courses for substance abuse counselors, health professionals, social workers and community organization staff; and the other strives to ensure that faculty of health professional institutions are trained to implement alcohol and drug abuse curriculum models in their own institutions, as well as to train selected faculty to assume positions of leadership within their respective departments, in the conduct of substance abuse teaching, clinical practice and research.

The program was created by the 1988 Anti-Drug abuse Act, which requires that Congress appropriate at least \$5 million for it each year. Although the program is new, certain activities it authorizes -- such as curriculum development -- were begun well before the drug law's passage under general Department of Health and Human Services research and development authority.

OSAP Substance Abuse Training:

The first aspect of the program is operated by the Office of Substance Abuse Prevention (OSAP). It was developed to respond to the critical shortage of substance abuse prevention specialists, especially in fields relevant to "high-risk youth."

The subject matter for the OSAP substance abuse training initiative ranges from basic prevention principles, to more sophisticated state-of-the-art theory, to specialized information required by primary care practitioners. Efforts initially emphasized training of trainers from diverse career backgrounds including substance abuse, justice, education and housing. Trainees are drawn from national, state and local governments and from community organizations.

OSAP planned to encourage collaboration between grantees and parent organizations, civic groups and national youth-serving organizations. Specialized training for key groups such as teachers, primary health care workers and juvenile court judges, was also planned.

OSAP awarded one contract worth \$3 million in FY 1989 to develop its national training system.

NIAAA/NIDA -- Alcohol/Drug Health Professional Education:

Under this component of the program, the National Institute on Alcohol Abuse and Alcoholism (NIAAA) and the National Institute on Drug Abuse (NIDA) are authorized to award grants to schools of health professions, schools of allied health professionals, schools of nursing and schools of social work to conduct drug abuse clinical training and to develop appropriate curricula and training materials. In FY 1989, the two agencies limited eligibility to schools of medicine, osteopathy, and nursing. The agencies proposed to award grants to these institutions to integrate into their teaching curricula clinical instruction on alcohol and drug abuse. NIAAA/NIDA expected to award 6-10 five-year grants totaling \$1.1 million (in the first year) to support 3-5 faculty fellows in each institution who will implement curricula developed in previous years under NIAAA/NIDA contracts.

Restrictions: Under the NIAAA/NIDA initiative, no funds were available for pure research.

INFORMATION CONTACT

Headquarters: In OSAP, contact: Jo Bardy, Chief, Training and Evaluation Branch, Division of Prevention Implementation, OSAP, 5600 Fishers Lane -- Rockwall II, Rockville, Maryland 20857. Telephone: (301) 443-0369.

In NIAAA, contact: Frances Cotter, M.P.H., Director, Health Professions Education Program, Division of Clinical and Prevention Research, NIAAA, Room 16-C-10 Parklawn Building, 5600 Fishers Lane, Rockville, Maryland 20857. Telephone: (301) 443-1207.

In NIDA, contact: Dorynne Czechowicz, M.D., Associate Director for Medical and Professional Affairs, Office of Science, NIDA, Room 8A-54, Parklawn Building, 5600 Fishers Lane, Rockville, Maryland 20857. Telephone: (301) 443-0441.

PROGRAM: EDUCATIONAL RESEARCH AND DEVELOPMENT

PURPOSE: To support research and development designed to improve our knowledge of the processes of teaching and learning.

DEADLINE: Announced periodically in the Federal Register (for grants and cooperative agreements) and the Commerce Business Daily (for contracts). Unsolicited applications under the regular research grant program may be submitted at any time.

KEY FACTS

Eligibility: Public and private organizations and individuals may receive grants, cooperative agreements and contracts for research and development projects.

For planning of a research laboratory or regional center, individuals or public or private organizations or agencies may receive awards.

For institutional awards to operate regional educational laboratories, eligible grantees are public agencies or private nonprofit institutions. For institutional awards to operate research and development centers, eligible grantees are institutions of higher education, institutions of higher education in consort with public agencies or private nonprofit organizations, and interstate agencies established by compact that operate subsidiary bodies established to conduct postsecondary educational R&D.

In any fiscal year, regional labs or R&D centers that received an institutional grant are also eligible to apply for special activities grants offered by ED.

Allowable Activities: ED funds a wide variety of research and development projects designed to improve our knowledge of the processes of teaching and learning. In addition, ED also supports regional laboratories and research and development centers that conduct R&D in the field of education.

Regular Research Grants: Under the regular educational research program, ED may award funds for any of the following objectives: a) educational research; b) dissemination of educational research; and c) training of individuals in educational research.

There are three types of applications under the regular research grant program: invitational, where applications are submitted in response to a Federal Register notice establishing one or more priorities; field-initiated, where applications are submitted in response to a Federal Register notice, but the topic is left up to the applicant; and unsolicited, where the applicant submits a proposal on his or her own initiative, rather than in response to a Federal Register notice.

For each competition for invitational applications, ED may restrict eligible activities to one of the following: basic research, applied research, planning, surveys, evaluations, investigations, experiments, assessments, development and demonstrations.

In addition, for each invitational competition, Ed may restrict eligible activities to one of the biennial research priorities published in the Federal Register or to one of the following 38 priorities: learning; teaching, educational technology; instructional processes and materials, including textbooks and instructional software; education and staff development for teachers, administrators and other educational staff; organization and management of schools, including effective education leadership; evaluation and school indicators, including testing and measurement; school governance; educational finance; education and the law; dissemination and knowledge utilization in education; improvement in education, including state and local initiatives; student achievement and educational standards; home, family, cultural and community influences in education, including parental choice and involvement in schooling; education, work and careers; equity and excellence, including the effects of ability grouping; guidance and counseling; international education; literacy; humanities and arts; mathematics; science; foreign languages; early childhood education; history and social sciences; physical and health education; citizenship and character education; elementary education; secondary education; early adolescent education; adolescent education; postsecondary education; adult and continuing education; public and private institutions; education of special populations, including handicapped, disadvantaged, at-risk, immigrants, gifted and talented and limited English-proficient; teachers; school professionals and personnel; and school discipline and crime in schools.

Regional Laboratories: ED funds regional educational laboratories established to carry out applied research, development and technical assistance for educators, parents, and decisionmakers in the 50 states and the territories. Each laboratory serves a geographic region and is governed by an independent board of directors that is accountable to OERI and reflects a balanced representation of the states in the region, as well as the interests and concerns of the regional constituency. Grants are available for both planning and operation of regional labs.

Educational laboratories: facilitate communication among educational agencies and individuals in the region; identify concerns and priorities through regionally representative governing and advisory structures and activities that help regional clients define their needs; conduct applied research, development and related activities to address regional needs; promote the use in the region of R&D results from all sources inside and outside the region, including the lab itself; collaborate with centers, other labs, the Education Research Information Clearinghouses and the National Diffusion Network State and Private School Facilitators; and establish a peer review process for evaluating laboratory products, research instruments and self-evaluation designs.

Within the context of these basic functions, the regional governing board sets the lab's R&D agenda to respond to the region's identified needs.

In addition to institutional grants for operating costs, labs may compete for occasional special activities grants addressing ED-determined priorities.

Research and Development Centers: Research and development centers focus research on topics of national significance to educational policy and practice. Each center works in a defined field on a five-year program of research, development and dissemination. Centers must provide national research leadership with respect to the mission of the center; establish and maintain a nationally representative advisory panel; and collaborate with laboratories, other centers, appropriate Educational Resources Information Clearinghouses and National Diffusion Network State and Private School Facilitators. Grants are available for both planning and operation of centers.

For the purpose of a specific competition to establish a center, ED may select funding priorities from one of the biennial research priorities published in the Federal Register or from one of the priorities specified in the regulations. These priorities are identical to the 38 listed above under regular research grants, but include one additional one: implementation and effects of educational policies.

As of October 1989, there were 18 current centers, focusing on the following topics: learning; reading; writing; teaching; literature; elementary subjects; mathematics; science; educational technology; testing, evaluation and standards; effective elementary and middle schools; effective secondary schools; teacher education; improving postsecondary teaching and learning; postsecondary governance and finance; education and employment; bilingual research and second language education; and state and local policy development and leadership.

ED was planning to solicit applications for 12 new centers from January 3, 1990 to April 11, 1990. The 12 centers ED proposed were on the following topics: families, communities and young children's learning; student learning; writing and literacy; mathematics teaching and learning; science teaching and learning; learning to teach; education in the inner cities; education policies and student learning; assessment, evaluation and testing; adult literacy; educational quality of the workforce; and postsecondary learning and teaching assessment. These topics, however, were not set in stone. At press time, ED was soliciting comment from the public on them.

In addition to institutional grants for operating costs, R&D centers may compete for occasional special activities grants addressing ED-determined priorities.

Other Activities: In addition to the activities detailed above, OERI conducts the following other activities: a) Center for Education Statistics collects data on educational institutions and on individuals to monitor education trends, and helps states establish similar statistical efforts; b) National Assessment of Educational Progress surveys young Americans to provide information about the nation's attainment in certain important skill areas; and c) the Educational Resources Information Center (ERIC) system makes education literature accessible through computerized abstracts and indexes.

Restrictions: Specific requirements and restrictions for centers and laboratories will be identified in the notice announcing the competition for such awards.

ED reserves the right to restrict the amount of a regular research grant which may be used for equipment.

GRANT-MAKING PROCESS

Administering Agency: Office of Educational Research and Improvement (OERI), U. S. Department of Education

Application Procedure: Applicants responding to competition announcements in the Federal Register or Commerce Business Daily submit their proposals to ED by the deadline specified in the announcement.

Regular Research Grants/Contracts: Invitational applications must respond to the priorities specified in the application notice.

Applicants submitting unsolicited research proposals may submit them at any time; periodically throughout the fiscal year, ED will convene a panel to evaluate unsolicited proposals.

Unsolicited research proposals that were previously submitted as field-initiated applications that same fiscal year will not be considered.

Laboratories/R&D Centers: Applicants submitting proposals for institutional grants to operate laboratories or R&D centers must assure that the lab or center involved will: be responsible for the R&D activities outlined in its application; prepare a long-range plan relating to the conduct of these R&D activities; ensure that information developed as a result of the activities is properly disseminated; provide technical assistance to appropriate educational agencies and institutions; and to the extent practicable, emphasize training opportunities for women and minority groups in the use of new methods, practices, techniques and products developed by the lab or center.

Multi-year applications must also contain a mission statement (center) or a long-range plan (lab) with goals and objectives for each year of the proposed project.

Selection Criteria: Regular Research Grants/Contracts

ED evaluates invitational applications, field-initiated applications and unsolicited applications separately.

Contract proposals submitted in response to a notice in the Commerce Business Daily will be evaluated according to the factors specified in that announcement.

Grant and cooperative agreement applications submitted in response to an invitation in the Federal Register are evaluated according to a series of weighted factors totaling 100 points. Of these 100 points, 75 are assigned according to the following list: a) plan of operation (10 points); b) quality of key personnel (20); c) budget and cost-effectiveness (5); d) evaluation plan (5); e) adequacy of resources (5); f) significance (15); g) technical soundness (15).

The other 25 points are distributed by ED among these criteria to meet the specific purposes of each competition; the precise distribution will be listed in the application announcement.

Unsolicited applications are evaluated according to the same criteria, except that 15 of the reserved 25 points are assigned to the criterion of significance and 20 are assigned to the criterion of technical soundness.

After the applications are rank-ordered according to the above criteria, ED selects highly rated applications for further consideration on the basis of the information in each application, its rank order, and any other information relevant to a criterion, priority or other requirement that applies to selection of new grants, including the applicant's performance with previous ED grants.

In addition, for field-initiated grants, ED reviews each application chosen for further consideration to determine whether it addresses educational problems of national importance and funds those that propose activities of the greatest national importance.

In selecting invitational and field-initiated applications, ED may select an application other than the most highly rated application in order to improve the geographical distribution or the diversity of projects funded under the program.

Regional Education Laboratories: Grant, contract and cooperative agreement applications are evaluated according to a series of weighted factors totaling 100 points.

- **Applications to plan regional laboratories:**
 - a) understanding of the educational settings and issues in the region (25 points); b) organizational ability to conduct planning and design tasks (20); c) plan of operation (20); d) quality of key personnel (20); e) evaluation plan (5); f) adequacy of resources (5); and g) budget and cost-effectiveness (5).
- **Applications to operate regional laboratories:**
 - a) understanding of and responsiveness to regional needs (10 points); b) strength of relationship with the region (15); c) institutional capability (15); d) plan of operation (25); e) quality of key personnel (20); f) evaluation plan (5); g) adequacy of resources (5); and h) budget and cost-effectiveness (5).
- **Applications for laboratories desiring to conduct special activities:**
 - a) strength of relationships with appropriate organizations and agencies in the region (15 points); b) institutional capability (15); c) plan of operation (30); d) quality of key personnel (25); e) budget and cost-effectiveness (5); f) evaluation plan (5); and g) adequacy of resources (5).

After the applications are rank-ordered according to the above criteria, ED selects highly rated applications for further consideration on the basis of the information in each application, its rank order, and any other information relevant to a criterion, priority, or other requirement that applies to selection of new grants. In addition, for both planning and institutional awards,

ED may consider the relationship between the technical merit of the proposed activity and its cost in comparison to other proposed programs and the extent to which the funding of the application would contribute to a collection of laboratory activities that are both diverse and balanced.

Research and Development Centers: Grant, contract and cooperative agreement applications are evaluated according to a series of weighted factors totaling 100 points. Of these 100 points, 90 are assigned according to the list below. The other 10 are distributed among the criteria to meet the specific purpose of that competition; precise distribution will be listed in the application announcement.

- Applications to plan research and development centers:
 - a) mission and strategy (40 points); b) potential to influence practice or policy (20); c) plan of operation (10); and d) quality of key personnel (20).
- Applications to operate research and development centers:
 - a) mission and strategy (15 points); b) institutional capability (15); c) plan of operation (15); d) technical soundness (20); e) quality of key personnel (15); f) evaluation plan (5); and g) budget and cost-effectiveness (5).
- Applications for R&D centers desiring to conduct special activities:
 - a) mission and strategy (15 points); b) capacity of center (10); c) plan of operation (20); d) technical soundness (25); e) quality of key personnel (15); and f) budget and cost-effectiveness (5).

After the applications are rank-ordered according to the above criteria, ED selects highly rated applications for further consideration on the basis of the information in each application, its rank order and any other information relevant to a criterion, priority or other requirement that applies to selection of new grants. In addition, for both planning and institutional awards, ED may consider the relationship between the technical merit of the proposed activity and its cost in comparison to other proposed programs and the extent to which the funding of the application would contribute to a collection of R&D center activities that are both diverse and balance.

Continuation awards for centers are contingent on satisfactory performance and the quality of any proposed new or redirected research activities.

INFORMATION CONTACT

Headquarters: Office of Educational Research and Improvement, U. S. Department of Education, Capitol Place, 555 New Jersey Avenue NW, Washington, D. C. 20208. Telephone: (202) 357-6079.

PROGRAM: FUND FOR INNOVATION IN EDUCATION PROGRAM FOR UNDERACHIEVING STUDENTS

PURPOSE: To identify and disseminate innovative educational approaches to improving the educational performance and employment opportunities for "underachieving" students.

DEADLINE: Deadline is expected to be announced in the Federal Register

KEY FACTS

Eligibility: Under the law authorizing the program, eligible organizations include SEAs, LEAs, IHEs and other public and private agencies, organizations and institutions. However, in implementing this program, ED may restrict the list of eligible applicants.

Allowable Activities: This program is designed to help "underachieving" students complete high school and go on to enter the work force or postsecondary education. It is authorized under the Secretary's Fund for Innovation in Education's (FIE) broad authority to "carry out programs and projects which show promise of identifying and disseminating innovative educational approaches."

Congress decided in FY 1990 to set aside funds under the broad legal authority described above to create this program. The House Appropriations Committee, which provided the impetus for funding the program, expected the program would be designed to "improve educational performance and employment opportunities for 'underachieving' students. The Committee is concerned that too many of this Nation's youth are not achieving at levels to which they are capable. The mediocre performance of these students prevents them from successfully entering today's labor force. The funds added by the Committee will support six to ten projects demonstrating effective strategies for helping students maximize their potential. The goal of the program is to increase the percentage of students who complete high school successfully and go on to enter the labor force or postsecondary education."

Because it is not law, committee language does not bind ED to act in a certain way; but it is highly persuasive and ED will probably heed the Committee's advice on how to run this program. Still, ED has wide discretion in deciding whether to restrict eligibility, establish specific priority activities, and the like.

ED must also develop an application procedure and selection criteria. This it will likely do in an announcement published in the Federal Register. Grant UPDATE! will keep readers apprised of any action on this program.

Restrictions: Information on restrictions is not yet available.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: Application notices are expected to be published in the **Federal Register**. At that time, ED will specify application requirements.

Selection Criteria: Selection criteria are expected to be included in the application notice to be published in the **Federal Register**.

INFORMATION CONTACT

Headquarters: Fund for the Improvement and Reform of Schools and Teaching, Office of Educational Research and Improvement, U. S. Department of Education, 555 New Jersey Avenue NW, Room 522, Washington, D. C. 20208-5524. Telephone: (202) 357-6496.

PROGRAM: VISTA - LITERACY CORPS

PURPOSE: To use volunteers to develop and expand the literacy efforts of public and private organizations.

DEADLINE: Announced periodically in the **Federal Register** for projects to serve specific regions of the United States. ACTION anticipated soliciting new applications around the spring of 1990.

KEY FACTS

Eligibility: Eligible applicants include: public or private nonprofit agencies; local, state, and national literacy councils and organizations; community-based nonprofit organizations; local and state educational agencies; local and state agencies administering adult basic education programs; educational institutions; libraries; anti-poverty organizations; and governmental agencies administering job training plans under the Job Training Partnership Act.

Individuals wishing to participate as volunteers must be 18 years of age or older.

Allowable Activities: This program provides one-year grants to organizations that will use the funds to support projects designed to utilize volunteers to provide literacy training to disadvantaged people.

The Volunteers in Service to America (VISTA) program gives individuals an opportunity to perform constructive volunteer service for low-income people. For one-year stints, volunteers live among the low-income people they serve. During their service, they receive a monthly subsistence allowance; upon completion of their service, they also receive an additional monthly stipend for each month served.

Grants are used to support volunteer subsistence. Grantees should demonstrate their financial commitment to the project by providing matching funds, in cash or in kind, in the areas of transportation, supervision, and/or training. In particular, grantees are normally required to provide a 50 percent nonfederal match for the supervisor's salary and fringe benefits. The supervisor of the project must serve on a full-time basis. Grantees must also demonstrate plans to continue the project after the end of ACTION support.

Projects typically involve 10-15 volunteers. Federal cost of one service year will not exceed \$8,000, nor will a single grant normally exceed \$120,000. Grants of 10-15 volunteers would correspondingly range from \$80,000 to \$120,000.

Priority for projects goes to those that: assist people with

the greatest need of literacy training who reside in unserved or underserved areas with the highest level of poverty and illiteracy; serve people with skills at or below fourth grade; focus on high risk individuals, e.g. dropouts and minority youth; focus on areas with highest concentrations of poverty; provide literacy training to parents of disadvantaged children between ages 2 and 8 who are at-risk; and statewide programs and projects that support the creation of new literacy efforts, encourage coordination of interstate literacy efforts, and provide technical assistance to local literacy efforts.

For each competition, ACTION, the agency which runs VISTA as well as other programs, specified particular kinds of projects addressing specific activities and/or audiences that will be supported in various regions of the country. For example, one competition proposed to fund one project in the mid-Atlantic for projects instructing young children and their parents together, a project in the southeast to instruct unemployed adults, one in the Grain Belt to provide preventive educational services for potential dropouts and inner city youth, and one in the south-central to educate migrant and immigrant families seeking permanent residency status.

Restrictions: Projects should demonstrate matching commitment (in cash or in kind) in the areas of transportation, supervision, and or training, with a minimum 50 percent match for supervisor salary and benefits. They must be poverty-related, comply with fiscal requirements, show that goals and objectives are attainable within the proposed time frame and will produce a measurable and verifiable result, provide for effective supervision of volunteers, identify resources needed and make them available to volunteers, have adequate management capability, make a reasonable effort to recruit and involve low-income residents in the planning and operation of the VISTA Literacy Corps project, provide ongoing evaluation, have evidence of local public and private support, and demonstrate plans to continue the project beyond the end of ACTION support.

GRANT-MAKING PROCESS

Administering Agency: ACTION

Application Procedure: Applicants respond to competition announcements published periodically in the Federal Register. Each announcement will describe the particular kinds of activities proposed for specific regions and the amount of funds proposed to be awarded. Applicants must submit applications addressing these activities and meeting the requirements outlined in "Restrictions," above. Applications must be submitted to the appropriate ACTION regional office, where the regional staff will perform an initial evaluation. Final review and selection is performed by ACTION headquarters in Washington.

Selection Criteria: Applications meeting the basic requirements of the program will be reviewed on a competitive basis. Priority consideration will go to those that propose activities addressing one of the priorities outlined in "Allowable Activities."

INFORMATION CONTACT

Regional: Regional ACTION office

Headquarters: Diana London, Chief, VISTA Branch, ACTION, 806 Connecticut Avenue NW, Washington, D. C. 20525. Telephone: (202) 634-9424.

PROGRAM: WORKPLACE LITERACY PARTNERSHIPS

PURPOSE: To teach literacy skills needed in the workplace through exemplary education partnerships between business, industry, or labor organizations, and educational institutions.

DEADLINE: Announced periodically in the *Federal Register*.

KEY FACTS

Eligibility: Discretionary grants are available for partnerships between educational institutions and private industry. To be eligible, a partnership must include at least one educational institution and one private industry entity, and may include more than one entity from each category.

Educational institutions include state educational agencies (SEAs), local educational agencies (LEAs), institutions of higher education (IHEs), and schools (including vocational schools, employment and training agencies, and community-based organizations).

Private industry representatives include businesses (including nonprofit businesses such as hospitals), industrial or labor organizations, and private industry councils.

Other organizations not eligible to receive funds under the program may nonetheless participate in projects by: a) acting as a "helping organization" that provides financial or non-financial assistance; or b) acting as a "site" that provides adult workers to be trained and (at its option) space for the training. However, neither sites nor helping organizations may receive funds from partners or act as contractors.

Allowable Activities: Workplace literacy partnerships must use their funds for projects designed to improve productivity in the workplace through improvement of the literacy skills of the workforce. (IMPORTANT NOTE: The Department of Labor also operates a workplace literacy program under its Research, Evaluation, Pilot and Demonstration Program, which will be found in the Employment and Training Chapter of the Guide.)

Partnerships use funds to:

1. Provide adult literacy and other basic skills services and activities;
2. Provide adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent;

3. Meet the literacy needs of adults with limited English proficiency;
4. Upgrade or update basic skills of adult workers in accordance with changes in workplace requirements, technology, products, or processes;
5. Improve the competency of adult workers in speaking, listening, reasoning, and problem solving; or
6. Provide education counseling, transportation, and child care services during non-working hours while the workers participate in the project.

ED may establish any of these six activities as priority for the purposes of a specific competition.

ED may also give priority to projects training adult workers who have inadequate basic skills and who: a) are unable to perform their jobs effectively or are ineligible for advancement because they lack basic skills; b) are employed in industries retooling with high technology and for whom training in basic skills is expected to result in continued employment; c) require training in English-as-a-second-language to increase productivity, to continue employment, or to be eligible for promotion; or d) are adversely affected by foreign competition or changes in the world economy. In the FY 1990 funding round, item a) was designated an invitational priority (which means applications addressing the priority received no competitive advantage).

For projects serving adults with limited or no English proficiency, projects may teach workplace literacy skills exclusively in English or, to the extent necessary, in the native language of these adults. Services for such adults must be coordinated with programs assisted under the Bilingual Education Act and with bilingual vocational education programs under the Carl D. Perkins Vocational Education Act.

A project may include a start-up period (lasting not more than 90 days) between the time the project begins and the time the services are provided to adult workers, and an operational period during which the services are provided.

All grantees may use grant funds to pay for 70 percent of a project's costs during the operational period. SEAs and LEAs may use grant funds to pay 100 percent of the administrative costs they incur in establishing projects during the start-up period; other grantees may not use grant funds to pay more than 70 percent of start-up costs.

STATE FORMULA GRANT PROGRAM --

If appropriations for any fiscal year reach or exceed \$50 million -- which would require an almost five-fold increase over the FY 1989 funding level -- states become eligible for workplace literacy formula grants distributed under the normal adult education formula.

To receive their allotments, states would be required to submit a four-year plan to ED in accordance with the regular state program under the act. In addition to the information normally required by the state plan, a state plan would include provisions to administer a program to subgrant the workplace literacy funds to local partnerships. This includes provisions for local applications and third-party evaluation of program effectiveness.

The minimum award for states under the formula grant would be \$125,000. Territories would receive grants of \$25,000.

Restrictions: Funds must be used to supplement, not supplant, funds otherwise available for the purposes of the program.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: Application notices appear from time-to-time in the Federal Register. ED may establish priorities as described above under "Allowable Activities."

ED may require applicants to first submit a preapplication in order to allow ED to do a preliminary screening to determine whether the preapplicant has an eligible project or partnership. If ED determines that the project or partnership is eligible, the preapplicant may then submit a full application. If ED requires preapplications, failure to submit a preapplication will bar the prospective applicant from submitting a full application. ED did not require preapplications in the FY 1990 funding round.

An application must be submitted jointly by an educational institution and a business, industry, or labor organization. Among other things, the application should describe the roles of each member of the partnership; the need for the project, how the project will meet those needs, and the benefits that will accrue to participants; the kind of instructional and support services that will be provided; the partners' experience and qualifications of key personnel; a budget; and provisions for evaluation and use of evaluation results to improve the project.

The applicant organizations must designate one member as the applicant. The members of the group must enter into an agreement detailing the activities each one plans to perform and binding each member to the statements made by the applicant in the application. The applicant must submit this agreement with the application.

When a grant is made, the applicant is legally responsible for the use of all grant funds and must ensure that the project is carried out in accordance with federal requirements.

Selection Criteria: Applications are evaluated on a competitive basis according to the following selection criteria. In addition to the points specified in parentheses, for the purposes of a specific competition, ED also distributes an additional 15 points among the various criteria to bring the total to 100 points. The distribution of the additional criteria will be specified in the Federal Register notice inviting applications.

Selection criteria are as follows: program factors (that is, meeting the purposes of the authorizing statute) (15 points); extent of need for the project (15); quality of the training to be provided (15); plan of operation (12); applicant's experience and quality of key personnel (10); budget and cost-effectiveness (8); and evaluation plan (10).

ED may also consider whether funding a particular application will improve the geographical distribution of projects under the program.

INFORMATION CONTACT

Headquarters: Sarah Newcomb, Program Services Branch, Division of Adult Education, Office of Vocational and Adult Education, U. S. Department of Education, 400 Maryland Avenue SW, (Room 4428 Switzer Building), Washington, D. C. 20202-7320. Telephone: (202) 732-2390. Additional contact: Nancy Smith Brooks, (202) 732-2269.

PROGRAM: SCHOOL, COLLEGE AND UNIVERSITY PARTNERSHIPS

PURPOSE: To use partnerships between institutions of higher education and secondary schools as a vehicle for improving the academic skills and post-graduation opportunities of secondary school students, particularly low-income and educationally disadvantaged students.

DEADLINE: Unless Congress appropriates an unusually large sum of money in FY 1990, the next competition for new awards will be held sometime in FY 1991.

KEY FACTS

Eligibility: To be eligible for a grant, an institution of higher education (IHE) and an LEA must enter into a written partnership agreement. A partnership may also include businesses, labor organizations, professional associations, community-based organizations, or other public or private agencies or associations.

Allowable Activities: Under the School, College and University Partnerships program, ED provides discretionary grants to IHEs and LEAs that form partnerships to improve the academic skills of secondary school students, preferably low-income or educationally disadvantaged students. (A percentage of funds is set aside each year for awards to four community colleges specifically mentioned in the program's authorizing law. See below for details.)

The partnership agreement must be written and signed by each participant, listing each one's responsibilities and resources to be contributed under the agreement. A governing body must also be established, including one representative of each participant in the partnership.

Grants may be used by partnerships to assist secondary school students in one of several ways: to improve their basic academic skills, possibly using college students as tutors; to increase their proficiency in specific subjects; or to improve their opportunities for further education or employment after graduation.

ED may establish funding priorities for programs: serving predominantly low-income students; existing during the summer as well as the regular school year; or serving educationally disadvantaged students, potential dropouts, pregnant, adolescent and teen parents, or children of migratory agricultural workers or migratory fishermen. In FY 1988, the first year in which the program awarded grants, ED required that applicants meet at least two of these three priorities.

Sixty-five percent of the annual appropriation is reserved for program operating during the regular school year while the remaining 35 percent is earmarked for summer programs.

The authorizing law for the program encouraged ED to set aside funds each year for partnership projects at four community colleges, specified by name, in Michigan, Vermont, California and Missouri. These pet projects reduce the amount of funds available for competitive grants.

Restrictions: An LEA receiving funds must not reduce its spending per student or its aggregate spending on education, and must use its funds to supplement rather than supplant the existing resources devoted to students. Federal funds will cover no more than 70 percent of the project's cost in the first year of operation, 60 percent in the second and 50 percent in the third and following years.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: The legal applicant must be an LEA, IHE, or, provided that the partnership has been established as a separate legal entity, the partnership.

Applicants may apply for funds for either the regular school year, the summer, or both. Budgets must clearly separate the amount of funds requested for each period.

An application must include the written and signed partnership agreement; a listing of the public and private nonprofit secondary school or schools to be involved in the program; and a description of the programs to be developed and operated by the partnership.

Applicants must also assure that: the partnership will establish a governing body including a representative from each participating group in the partnership; federal funds will cover no more than 70 percent of the project's cost in the first year of operation, 60 percent in the second and 50 percent in the third and following years; an LEA receiving funds will not reduce its spending per student or its aggregate spending on education, and will use its funds to supplement rather than supplant the existing resources devoted to students.

Selection Criteria: In the program's first competition for new awards, in FY 1988, ED used the following selection criteria, totaling 100 points, to evaluate applications: a) meeting the authorizing purposes of the statute (30 points); b) extent of need for the project (30); c) plan of operation (20); d) quality of key personnel (7); e) budget and cost effectiveness (5); f) evaluation plan (5); and g) adequacy of resources (3).

INFORMATION CONTACT

Headquarters: Frances Bergeron, Program Officer, School, College and University Partnerships, Special Services Branch, Division of Student Services, Office of Postsecondary Education, U. S. Department of Education (Room 3066, ROB-3), 400 Maryland Avenue SW, Washington, D. C. 20202-5249. Telephone: (202) 732-4804.

PROGRAM: FIRST - FAMILY-SCHOOL PARTNERSHIPS

PURPOSE: To provide demonstration grants to help school districts increase the involvement of families in the education of their children in the district's preschool, elementary, and secondary schools.

DEADLINE: Announced from time-to-time in the Federal Register.

KEY FACTS

Eligibility: LEAs eligible for funds under the Chapter 1 compensatory education program may receive demonstration grants.

Allowable Activities: The Family-School Partnership program receives one-third of the annual appropriation under the new Fund for the Improvement and Reform of Schools and Teachers (FIRST) for elementary and secondary education. (The other funds go to Grants for Schools and Teachers, described in the previous program description.) FIRST resembles in intent ED's current Fund for the Improvement of Postsecondary Education (FIPSE) and is required to coordinate its activities with FIPSE.

The Family-School Partnership program recognizes that the changing demographics of the American family (such as the increased number of single-parent families) has made it increasingly difficult for parents to be full partners in their children's education. On the theory that "parental involvement is directly related to better student achievement, attitudes and performance in school," Congress created the Family-School Partnership program to help LEAs develop programs to increase family participation in education.

Chapter 1-eligible LEAs may use funds to develop and carry out innovative activities to increase the involvement of families in the education of their children in the district's preschool, elementary, and secondary schools. Activities may be designed to:

1. support the effort of families, through training and other means, to work with children in the home -- both to attain the instructional objectives of the schools and instill positive attitudes toward education;
2. train teachers and other educational personnel involved in the applicant LEA's Chapter 1 program to work effectively as educational partners with the families of Chapter 1 students;
3. train families, teachers, and other educational personnel in the LEA's schools to build an educational partnership between home and school;

4. provide training for families on the family's educational responsibilities;
5. evaluate how well the LEA's family involvement activities are working, what barriers exist to greater participation and what steps need to be taken to expand participation;
6. develop new school procedures and practices to meet the changing demographic characteristics and needs of families of school-age children;
7. modify school procedures and practices to encourage involvement of parents of special groups of children, including minority, disadvantaged, gifted and talented, and handicapped students;
8. hire, train and use educational personnel to coordinate family involvement activities and to foster communication among families, educators, and students;
9. develop or purchase educational materials to reinforce school learning at home and assist in implementing other home-based education activities that reinforce and extend classroom instruction and student motivation;
10. secure technical assistance, including training, to carry out family involvement programs.

The FIRST Board may designate one or more of the 10 activities as priority for a specific competition and may limit a priority to a specified instructional level (preschool, elementary or secondary).

An application may provide for involvement of private school students, families, and teachers, consistent with the number of such students in the LEA's jurisdiction.

FIRST disseminates the results of exemplary projects to educational organizations and enters the projects in the National Diffusion Network. ED reserves \$150,000 annually for dissemination.

Restrictions: The maximum project period will not exceed 3 years.

Funds must supplement, not supplant, other resources available to the grantee. ED may restrict the amount of funds made available for capital equipment purchases to a certain percentage of the grant.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: The FIRST Fund will be headed by an appointed director and will be governed by a board which may set annual priorities for awarding grants and will evaluate the applications.

The program announces availability of funds in the Federal Register. Applicants submit applications to ED.

Selection Criteria: The Board evaluates applications on a competitive basis, according to criteria measuring the need for the project (15 points), its plan of operation (20), educational value (20), budget and cost-effectiveness (10), evaluation plan (10), national significance (15), and quality of key personnel (10).

In addition, if the Board has established absolute or competitive priorities, applications will be evaluated to determine how they address those priorities.

In making awards, ED will attempt to achieve a diverse range and geographic balance of projects.

INFORMATION CONTACT

Headquarters: Daniel Schecter, Fund for the Improvement and Reform of Schools and Teaching, Office of Educational Research and Improvement, U. S. Department of Education, 555 New Jersey Avenue NW, Room 522, Washington, D. C. 20208-5524. Telephone: (202) 357-6496.

PROGRAM: BUSINESS-EDUCATION PARTNERSHIPS

PURPOSE: To fund demonstration projects that link local school districts, institutions of higher education (IHEs) and local businesses to encourage academic excellence and better prepare students for the challenges of the workplace.

KEY FACTS

Eligibility: Eligible to apply are partnerships consisting of LEAs or IHEs, or both, and the following: business concerns, community-based organizations, nonprofit private organizations, museums, libraries, educational television and radio stations, and if the state agrees to participate, appropriate state agencies.

Allowable Activities: The Business-Education Partnerships program seeks to fund partnerships which will encourage excellence in education, encourage businesses to work with educationally disadvantaged students and gifted students, and enrich secondary or postsecondary school students' awareness of careers in the private sector.

This program was first funded in FY 1990. This program description is based on the sections of the 1988 Omnibus Trade and Competitiveness Act (the "trade bill") that authorizes the program. ED will probably "flesh out" the program by expanding on the text of the law, i.e., establishing regulations and/or funding priorities, further developing the application requirements, etc. EFRC will track these actions through Grant UPDATE!

Projects eligible for funding are:

1. model cooperative programs which use private and nonprofit resources in the elementary and secondary schools of the LEA and/or IHEs of the community;
2. projects to encourage business concerns and other participants in the partnership to work with educationally disadvantaged students and with gifted students in the elementary and secondary schools of the LEA and/or IHEs of the community;
3. projects to address the special educational needs of gifted and talented children in the elementary and secondary schools of agencies which are supported by the private sector;

4. through exposure to officers and employees of businesses and other groups in the partnerships, projects to enrich students' career awareness;
5. statewide projects to achieve the purpose of this program, including developing state laws authorizing business education partnerships;
6. special training projects to help staff facilitate the cooperative arrangements in the partnership;
7. academic internship programs, giving credit when possible; and
8. projects to encourage business and other partnership members in the community to act as tutors and other volunteers in the schools.

ED will conduct an evaluation of grants made under this program and disseminate its findings to SEAs, LEAs and other participants in the program. In its report accompanying the bill which funded the program in FY 1990, the Senate Appropriations Committee "directs that the Secretary (of Education) may divert no more than 7.5 percent of the amount provided (for the program in FY 1990) for the purpose of evaluation and dissemination." While committee language is not binding, it is highly persuasive.

Restrictions: There is a matching requirement for grantees under this program. Grantees contribute 10 percent of the project's cost during the first year of the grant period; the grantee share rises to 25 percent in the second year, 50 percent in the third year and 66.66 percent in the fourth and final year of the project. Matching funds may be in cash or kind.

Funding will not be approved if the SEA of the state where one or more of the institutions involved in the partnership are located believes the proposed program is inconsistent with state plans for elementary and secondary education.

The partnership must disseminate information regarding the model program for which assistance is sought, but that amount may not be more than 1 percent of the grant in any fiscal year.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: It is most likely that ED will announce application deadlines and specific procedures in the **Federal Register**. According to the statute, applications must include a description of the activities for which assistance is sought, assurances that the partnership will pay for the nonfederal share

of activities from nonfederal sources and assurances that available steps will be taken to continue the project's activities after federal funding ends. Additional regulations deemed necessary by ED may also apply.

The partnership members may submit one joint application.

Selection Criteria: Awards are made on a competitive basis. Selection criteria are not yet available, but are expected to be published with the application announcement in the **Federal Register**.

INFORMATION CONTACT

Headquarters: Public Information, Department of Education, 400 Maryland Avenue SW, Washington, D. C. 20202. Telephone: (202) 732-4576.

PROGRAM: SUMMER FOOD PROGRAM

PURPOSE: To help states initiate, maintain and expand nonprofit food service programs for children in needy areas during the summer months and other school vacation periods.

DEADLINE: States must notify FNS each year by November 1 as to whether they intend to administer the program in the coming year. State plans must be filed with the regional FNS office no later than the following February 15 annually. States fix deadlines for local program sponsors, but no applications may be accepted after June 15.

KEY FACTS

Eligibility: Through state education agencies, the Agriculture Department's Food and Nutrition Service (FNS) distributes cash to public and private nonprofit program sponsors to serve meals to children in the summer.

Eligible local program sponsors include:

1. public or nonprofit private school food authorities;
2. state and local governments;
3. public or nonprofit private residential summer camps; and
4. public or private nonprofit colleges and universities currently participating in the National Youth Sports Program which develop a special summer or school vacation program meeting School Lunch/Breakfast requirements and which are approved to participate in the program. To the maximum extent feasible, sponsors should prepare their own meals or obtain them from the food service facilities of local public or private nonprofit schools.

Non-camp sponsors must either: serve areas where at least 50 percent of the children are eligible for free or reduced-price meals in the School Lunch and Breakfast Programs; or be enrollment programs where at least 50 percent of the enrolled children are documented as eligible for free or reduced price meals.

Prior to 1981, private nonprofit organizations were also eligible to run general summer feeding programs. However, complaints of abuse by some nonprofit sponsors led Congress to bar non profits from the program (other than schools or residential summer camps).

In August 1988, private nonprofit organizations were also eligible to run general summer feeding programs. However, complaints of abuse by some nonprofit sponsors led Congress to bar nonprofits from the program (other than schools or residential summer camps).

In August 1988, Congress passed a major nutrition law (P.L. 100-435) amending the eligibility provisions to allow private nonprofit sponsors to sponsor summer food programs on the same basis as other organizations in five states on a demonstration basis. Such sponsors must have a demonstrated track record in administering similar programs, serve only 2,500 children at no more than five sites, and provide on-going, year-round activities for children. They are only permitted to operate programs in areas where state or local governments or school authorities have indicated by March 1 that they will not operate a program in the area. This demonstration was just getting underway in summer 1989, with Texas, Massachusetts, North Carolina, Arkansas and Oregon as the participating states. However, pending legislation could extend authority for private nonprofit participation to all states, under most of the same qualifications and restrictions that apply to the demonstration.

All children may receive meals under this program, though children not meeting the criteria for free or reduced price meals under FNS income eligibility guidelines may be charged for meals served at summer camps.

Allowable Activities: Through the states, local program sponsors receive funds on a reimbursable basis to operate nonprofit food service from May through September (or during any other school vacation times that last 15 days or longer). Sponsors serve free meals to all participating children, except that summer camps are not reimbursed for meals served to children ineligible for free or reduced price meals under the School Lunch or School Breakfast programs, and may charge such children for the meals.

Camp sites and sites serving migrant children may serve up to four meals a day (breakfast, lunch, supper and a snack). Non-camp sites may serve either one meal a day (breakfast, lunch, or a snack) or two meals a day (if one is a lunch and the other is a breakfast or a snack). All meals must meet nutritional standards set by FNS.

The Food and Nutrition Service (FNS) reimburses sponsors (through the states) for the actual operating costs of the summer food program, but in no case will the reimbursement exceed annually specified per-meal reimbursement rates. FNS set the following maximum reimbursement rates for operating costs for the summer 1989 program: 99.50 cents for each breakfast served; 46.75 cents for each meal supplement (snack); and 178.50 cents for each lunch or supper. Summer camps are not reimbursed for meals served to children who are ineligible for free or reduced price meals under the School Lunch or School Breakfast programs.

For local sponsor administrative costs, reimbursement rates were as follows: for meals served at rural and self-preparation sites, 9.25 cents for breakfast, 17.00 cents for lunch or supper, and 4.50 cents for snacks; for meals at other sites, 7.25 for breakfasts, 14.00 for lunch or supper, and 3.75 for snacks.

State agencies also receive administrative funds for employing personnel (including payment of their travel and related expenses) and to supervise and give technical assistance to program sponsors that wish to initiate, expand or conduct a summer food service. Grants for state administrative expenses are calculated on a sliding scale, depending on the volume of FNS program dollars expended in each state.

Restrictions: The state reviews local program sponsor applications and ensures that they will serve only foods that meet minimum USDA nutritional standards. State agencies must provide sufficient qualified consultative, technical and managerial personnel to administer, monitor and evaluate programs.

Applicants must demonstrate adequate financial and administrative capabilities, conduct a regularly scheduled food service for children in economically needy areas (or qualify as a camp), have adequate supervisory and operational staff for all program sites and conduct necessary training for them, claim reimbursement only for meals served within the state approved level, and maintain proper health and sanitation standards in the storage, preparation and service of food.

Before approving local program sponsors, state agency officials must visit the sites of applicants who did not participate in the program the previous year, those that experienced operational problems the previous year, and all non-school sites that have an expected daily attendance of 300 or more children and did not participate the previous year.

All sponsors expecting reimbursement of \$75,000 or more must conduct departmental audits.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Agriculture

Application Procedure: States must annually submit state management and administration plans to FNS.

Local sponsors submit their proposals to the state educational agency. In states where the SEA does not operate the program, the application should be submitted directly to the FNS regional office.

Local program applications submitted to the state must contain at least the following information for each proposed site:

1. proposed meal service system, estimated number, types and times of meals, arrangement for delivering and storing foods before and after meals, food service arrangements during inclement weather, geographic area, the system of adjusting the number of delivered meals based on daily attendance, percentage of children eligible for free or reduced-price meals, whether the area is rural or non-rural and whether the food will be prepared on-site or brought from another location;
2. eligibility information pertaining to needy areas, and/or areas with concentrations of migrant workers;
3. a complete program and administrative budget, including requests for advance and start-up payments;
4. plan and synopsis of invitation to bid for food service; and
5. a free meal policy statement.

Selection Criteria: FNS regional staff approve all state plans that meet the requirements of the law and regulations.

State or FNS regional office staff (as appropriate) review and approve applications from local schools and institutions that conform to the requirements and procedures described above. Where more than one institution proposes to serve the same service area, the state or FNS will designate the service provider for the area according to the following priority order:

1. local schools or other sponsors which successfully operated programs in a prior year;
2. sponsors proposing on-site meal preparation or operating only one site;
3. sponsors proposing food preparation at local school food service facilities;
4. other sponsors with demonstrated program success; and
5. sponsors proposing to integrate the program with federal, state or local employment and training programs.

INFORMATION CONTACT

State: State Education Agency

Regional: Regional FNS Office

Headquarters: James O'Donnel, Supervisory Food Programs Specialist, Policy and Program Development Branch, Child Care and Summer Programs Section, Child Nutrition Division, Food and Nutrition Service, U. S. Department of Agriculture, 3101 Park Center Drive, Alexandria, Virginia 22302. Telephone: (703) 756-3620. Additional contact: Robert M. Eadie, Branch Chief.

PROGRAM: TECHNOLOGY, EDUCATIONAL MEDIA AND MATERIALS FOR THE HANDICAPPED (EHA PART G)

PURPOSE: To promote the educational advancement of handicapped people through the use of educational media, materials, and technology.

DEADLINE: Contract competitions are announced in the Commerce Business Daily; grant and cooperative agreement competitions are announced in the Federal Register.

KEY FACTS

Eligibility: Any public or private organization (including for-profits) may receive funds under this program.

Allowable Activities: Under the new Part G program created by the Education of the Handicapped Act Amendments of 1986 (P.L. 99-457), ED will provide funds for projects or centers that will advance the use of new technology, media, and materials in the education of handicapped students and the provision of early intervention services to handicapped infants and toddlers.

With regard to technology, educational media, and materials, ED may fund projects or centers for the purposes of:

- a) conducting research or evaluation on their need, use, design features, implementation, and effectiveness;
- b) demonstrating their effectiveness and efficient implementation/use;
- c) designing and developing new technology, educational media, and materials;
- d) adapting, modifying, and evaluating existing technology, educational media, and materials;
- e) helping the public and private sectors by providing advice and information to promote their development, use distribution, and marketing; and
- f) disseminating information through such means as publications, telecommunications, conferences, or presentations.

Within the scope of these eligible activities, ED will annually specify the kinds of project or centers it will fund. In FY 1989, ED funded new projects in two priority areas: using technology to improve the assessment of children with handicaps; and compensatory technology applications, developing hardware or software technology prototypes which have market potential.

In addition to regular projects, ED is also currently funding a Center for Technology Information Exchange.

The program is authorized to award grants, contracts, and cooperative agreements, but all new awards in FY 1989 used the grant mechanism.

Restrictions: There are no nonfederal matching requirements associated with this program.

Any grantee engaged in the development of materials may be required to submit a copy of those materials.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: For contracts, ED will publish a Request for Proposals (RFP) in the Commerce Business Daily; for grants and cooperative agreements, the agency will publish an Invitation for Applications in the Federal Register. Applicants must respond to the application notice.

Selection Criteria: Contract proposals will be evaluated on a competitive basis according to the selection criteria specified in the RFP. Grant and cooperative agreement applications for research, evaluation, development, and demonstration projects will be evaluated according to the selection criteria specified below. (If ED proposes to fund other types of projects, the agency will specify the selection criteria to be used in a future rulemaking action.)

For research and evaluation projects, the criteria, totaling 100 points are: importance (15 points); technical soundness (30); plan of operation (15); quality of key personnel (15); adequacy of resources (5); impact (5); dissemination (5); and budget and cost-effectiveness (10).

For development and demonstration projects, the criteria, totaling 100 points, are: importance (20 points); technical soundness (30); plan of operation (15); quality of key personnel (10); adequacy of resources (5); evaluation plan (5); marketing and dissemination (10); budget and cost-effectiveness (5).

INFORMATION CONTACT

Headquarters: Linda Glidewell, Regulations Coordinator, Division of Innovation and Development, Office of Special Education Programs, U. S. Department of Education, 400 Maryland Avenue SW, Switzer Building, Room 3094-M/S 2313, Washington, D. C. 20202. Telephone: (202) 732-1099.

PROGRAM: COMPREHENSIVE CHILD DEVELOPMENT

PURPOSE: To support 10 to 25 Comprehensive Child Development projects that will provide assistance to children from birth to school age.

KEY FACTS

Eligibility: Any of the following is generally eligible to apply for funds under this program: a Head Start agency or agency eligible to be designated as such; a community-based organization; an institution of higher education (IHE); a public hospital; a community development corporation; or a public or private nonprofit agency specializing in serving infants or young children.

Any of these agencies is eligible to apply for a planning grant. To be eligible to apply for an operating grant, an agency must have an approved planning grant application on file with HHS or have experience in conducting child development projects similar to those authorized by this program.

Children at or below the poverty line are eligible for services from the time they are born until they reach elementary school. Their families are also eligible for services.

The Department of Health and Human Services' (HHS) Head Start Bureau, which runs the program, usually requires that a minimum number of families be served by a Comprehensive Child Development grantee. In FY 1989, the minimum for grantees serving rural communities was 45 families; for urban grantees, the minimum was 120 families.

Allowable Activities: The program authorizes 10 to 25 Comprehensive Child Development projects that will provide a range of basic services to low income children from birth to school-age, to enhance their intellectual, social, emotional and physical development. Services are given to parents and other family members.

The underlying premise of the program is to demonstrate that the educational failure of extremely poor children can be prevented by providing intensive services to the children from the cradle and on a continuous and comprehensive basis.

In the case of infants or young children, services provided by a child development center include: infant and child health services (including screening and referral), child care that meets state licensing requirements, early childhood development programs, early intervention services for children with or at risk of developmental delays, and nutritional services.

In the case of parents and other family members, services include: prenatal care; education in infant and child development, health, nutrition, and parenting; referral to education, employment counseling, and training as appropriate; and assistance in securing income support, health care, nutritional assistance, and housing.

The program makes two types of grants -- planning grants and operating grants.

Planning grants are made for three-month periods to help organizations prepare an operating grant proposal. The Head Start Bureau makes up to 30 planning grants worth a maximum of \$35,000 each.

After the three month planning grant period has expired, the bureau makes between 10 and 25 operating grants lasting for periods of five years. The extended length of the grant period is designed to ensure that services to children are provided continuously. Awards are renewable each year of the project.

HHS may provide grants or contracts for the continuing evaluation of projects. Evaluations must be carried out by an entity independent of an agency administering a project.

Restrictions: Grantees must provide a 20 percent match, in cash or kind.

To the extent that services provided under this program are similar to services provided by Head Start, HHS rules governing Head Start also govern this program.

Grantees must participate in regular evaluations.

GRANT-MAKING PROCESS

Administering Agency: Head Start Bureau, Department of Health and Human Services (HHS)

Application Procedure: Specific information to be provided in planning grant applications includes: demographic information; a description of the needs of the infants and children, and the specific activities designed to assist them; a plan to involve community groups and public agencies, listing the groups to be contacted; a planning phase advisory board, including community group representatives and experts in the services to be offered, and other project participants; and a description of the agency's ability to raise the non-federal share of the project's cost.

To be eligible to apply for an operating grant, an agency must have an approved planning grant application on file with HHS or have experience in conducting child development projects approved by HHS. Priority will be given in awarding operating grants to agencies that received operating grants in the previous fiscal year.

An application for an operating grant must: provide demographic data; demonstrate services offered are appropriate for the target population; identify the referral providers and other agencies the applicant will use to carry out the program; assure that services will begin with prenatal care and will be furnished on a continuous basis to infants and young children, and to parents and other family members; describe how services will coordinate and expand existing services (including those offered by LEAs and other state and local agencies) as well as provide services not available in the area; create an advisory board consisting of the project's participants, experts, and community representatives in the affected area; and describe plans for evaluating the impact of the project.

Selection Criteria: The bureau rates applications according to weighted selection factors totaling 100 points. In FY 1989, the factors for planning grants were (with relative point values in parentheses): objectives and need for assistance (40 points); results or benefits expected (10); approach (20); geographic location (5); and staff background and experience (25). For operating grants in FY 1989, the factors were: objectives and need for assistance (10); results or benefits expected (10); approach (35); geographic location (5); staff background and experience (25); and budget appropriateness (15).

In awarding grants to eligible agencies, HHS may not consider whether an applicant for assistance has applied for or received funds under the Head Start program.

INFORMATION CONTACT

Headquarters: Allen N. Smith, Comprehensive Child Development program, Head Start Bureau, Administration on Children, Youth and Families, Office of Human Development Services, U. S. Department of Health and Human Services, Post Office Box 1182, Washington, D. C. 20013. Telephone: (202) 245-0566.

PROGRAM: DRUG-FREE SCHOOLS AND COMMUNITIES - FEDERAL ACTIVITIES GRANTS

PURPOSE: To support model development, dissemination, technical assistance, and curriculum development activities for drug and alcohol abuse education and prevention.

DEADLINE: Competitions are announced annually in the Federal Register. Unsolicited applications are accepted at any time.

KEY FACTS

Eligibility: SEAs, LEAs, institutions of higher education (IHEs), and nonprofit agencies and organizations may compete for funds.

Allowable Activities: "Federal Activities" grants are nationally competitive awards that support drug and alcohol abuse education and prevention. The program supports model development, dissemination, technical assistance, and curriculum development activities.

The program receives 3.5 percent the annual allotment of the Drug-Free Schools and Communities Act. Directly or through grants, contracts or cooperative agreements, ED's federal activities include:

- providing data to the Department of Health and Human Services (HHS) for dissemination by HHS' clearinghouse for alcohol and drug abuse information;
- facilitating appropriate anti-drug use messages to students, including the use of entertainment and sports personalities;
- producing and disseminating audio-visual and other curricular materials, and coordinating activities that complement media efforts of groups such as the Partnership for a Drug-Free America, professional and amateur sports organizations and other public service organizations;
- giving technical assistance to SEAs, LEAs, and intermediate educational agencies; and
- aiding with research and development of school-based programs, particularly age-appropriate programs for kindergarten through grade 4.

Taking into consideration unmet national needs, ED may establish priorities for any particular competition. ED may select as a priority any of the activities listed above, and may limit any priority to a particular education level, type of substance abuse, or any combination. In addition, ED may also give priority to projects that: implement cooperative programs with local law enforcement agencies, the courts, and other community resources; or involve parents, teachers, and school administrators in preventing drug use and alcohol abuse by students.

All projects must emphasize: the maintenance of an orderly, secure, and drug-and alcohol-free school environment that is conducive to learning, including emphasis on the authority of teachers and school administrators to identify and discipline students who are using or selling drugs and/or alcohol; and a firm policy aimed at eliminating the sale or use of drugs and alcohol on school premises, enforcing disciplinary procedures and practices, and teaching students that drug use is both wrong and harmful.

All projects must include an initial assessment of the current drug and alcohol problem in the school or schools where the project will be carried out and provisions for assessing changes in drug and alcohol use throughout the duration of the project.

ED performs other federal activities that do not involve awarding grants. These include: a joint study with HHS of the relationship between drug/alcohol abuse and youth suicide; a report to Congress and the drug czar summarizing state and local anti-drug activities under the Drug-Free Schools and Communities Act (based on required biennial state reports), together with recommendations for future drug education and prevention efforts; and in consultation with HHS, an independent evaluation of Drug-Free Schools programs that identifies successful and replicable programs.

Based on the findings of the evaluation, ED must submit an interim report to Congress by October 1, 1991 and a final report by January 1, 1994. The findings must be disseminated for the benefit of all LEAs through the National Diffusion Network and the Drug-Free Schools regional centers.

ED must also set aside at least \$1 million from the annual federal activities appropriation for the development of early childhood drug abuse education and prevention materials. ED, in consultation with HHS, provides age-appropriate curricula, programs and training materials, and disseminates the materials to early childhood development programs such as Head Start, Chapter 1, Education of the Handicapped Act preschool programs, and others. The FY 1989 set-aside for these activities is \$1 million.

Restrictions: Drug abuse prevention and education materials, curricula, and counseling must clearly reflect the message that illicit drug abuse is wrong and harmful. Curricula and materials must also be the most readily available, accurate and up-to-date.

ED may restrict the amount of any grant that may be used to purchase equipment.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: ED invites competing grant applications by publishing a notice annually in the Federal Register. The notice will specify any priorities that apply to that year's competition, as well as the distribution of points among the selection criteria.

In addition, ED accepts unsolicited applications at any time. However, ED may refuse to consider an unsolicited application.

Selection Criteria: Applications are evaluated on a competitive basis according to the following weighted factors totaling 100 points (15 of which are reserved for annual variation among the established criteria): a) plan of operation (20 points); b) quality of key personnel (15); c) budget and cost-effectiveness (5); d) evaluation plan (10); e) applicant's commitment and capacity (10); and f) contribution to improving the quality of drug and alcohol abuse education and prevention activities (25).

In addition to the above-specified weights, ED distributes an additional 15 points among the various criteria for the purposes of a specific competition. Distribution of these points is indicated in the Federal Register notice announcing the competition.

ED generally funds the most highly rated applications. However, ED may select applications other than those most highly rated for funding if doing so would improve the geographic distribution of the projects or the diversity of activities and projects supported.

ED may also fund an unsolicited proposal if: it addresses the purposes of the program; it meets all the requirements for funding under the program; it scores sufficiently high under the program's selection criteria; and funding of the proposal will not adversely affect the amount of funds available under the program. In evaluating an unsolicited proposal, ED assigns all of the reserved 15 points to selection criterion f).

INFORMATION CONTACT

Headquarters: Margot LeBrasseur, Drug-Free Schools/Communities Staff, Office of Elementary and Secondary Education, U. S. Department of Education, 400 Maryland Avenue SW, Room 2135, Washington, D. C. 20202-6151. Telephone: (202) 732-2490.

PROGRAM: DRUG-FREE SCHOOLS AND COMMUNITIES - EDUCATIONAL PERSONNEL TRAINING PROGRAM

PURPOSE: To establish or expand drug and alcohol education and prevention training programs for teachers, administrations, guidance counselors and other educational personnel.

DEADLINE: Announced annually in the Federal Register.

KEY FACTS

Eligibility: SEAs, LEAs and institutions of higher education (IHEs) are eligible to apply for grants under the new program.

Allowable Activities: The new Educational Personnel Training program is designed to establish or expand drug and alcohol education and prevention training programs for teachers, administrators, guidance counselors and other educational personnel.

The program was added to the Drug-Free Schools and Communities Act when the law was amended by the 1988 Anti-Drug Abuse Act.

However, although the program is legally authorized to exist as part of Drug-Free Schools, it is different from the act's other programs in that it does not receive a percentage of the act's annual appropriation. Instead, each year Congress must appropriate money separately for the educational personnel training program.

Training programs must be coordinated through the state agency for higher education (SAHE) or state educational agency (SEA), as appropriate, and must be coordinated with the regional centers also authorized under the Drug-Free Schools Act.

The law does not authorize a list of activities that may or must be performed under the educational personnel training program, but prefers to leave this task to ED.

For FY 1989, the program's first year of operation, ED provided more detail for potential applicants by designating "invitational priorities," at least one of which it wished applicants to address.

The invitational priorities for FY 1989 were: summer institutes for implementing innovative programs; programs for personnel who work with high-risk youth (as defined in the program description in this chapter for Drug-Free Schools state and local programs); and programs that emphasized the involvement and cooperation of the family, school and community.

According to general departmental regulations, however, ED must give applications that do not meet one of the invitational priorities equal weight with those that do meet one of the priorities. Therefore, ED's priorities had the force of suggestions rather than requirements.

Restrictions: Any materials produced or distributed with funds made available under this program must reflect the message that illicit drug use is wrong and harmful. Materials and curricula must be the most readily available accurate and up-to-date.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: The statute requires applicants to describe the proposed activities and programs for which they request funding, provide a cost estimate of these proposed activities, and assure that they will use grant monies to supplement, not supplant, existing monies being spent for the proposed activities.

Selection Criteria: For the FY 1989 competition, ED evaluated applications according to the following weighted criteria totaling 100 points: meeting the purposes of the authorizing statute (30 points); extent of need for the project (25); plan of operation (20); quality of key personnel (7); budget and cost-effectiveness (5); evaluation plan (10); and adequacy of resources (3).

These criteria were based on general departmental regulations rather than regulations for this specific program, and were therefore subject to change in subsequent competitions.

INFORMATION CONTACT

Headquarters: Allen King, Drug-Free Schools Program, Office of Elementary and Secondary Education, U. S. Department of Education, FOB-6, Room 2135, MS-6151, 400 Maryland Avenue SW, Washington, D. C. 20202. Telephone: (202) 732-3463.

PROGRAM: HIGH-RISK YOUTH PROJECTS

PURPOSE: To conduct projects that demonstrate effective models to prevent drug and alcohol abuse among high-risk youth, provide early intervention tactics for youth in the early states of drug and alcohol use, and treat and rehabilitate drug and alcohol abusing youth.

DEADLINE: Announced annually in the Federal Register.

KEY FACTS

Eligibility: Public and private nonprofit organizations are eligible to receive grants. Women and minority organizations are especially encouraged to apply.

The Public Health Service Act, as amended most recently by the 1988 Anti-Drug Abuse Act (P.L. 100-690), defines a high-risk youth under this program as a person under age 21 who has been or is at risk of becoming a substance abuser and who: is a dropout; is poor; is pregnant; is a child of a substance abuser; is an abused child; has committed a violent or delinquent act; has attempted suicide; has experienced a mental health problem; has experienced long-term physical pain due to injury; or has experienced chronic failure in school.

In administering the program, however, the Office for Substance Abuse Prevention (OSAP) considers this list "illustrative" rather than "exhaustive" and does not exclude "other documented groups of high-risk youth."

Allowable Activities: OSAP's high-risk youth substance abuse prevention program makes grants to projects designed to demonstrate effective models to prevent drug and alcohol abuse among high-risk youth, provide early intervention tactics for youth in the early stages of drug and alcohol use, and treat and rehabilitate drug and alcohol abusing youth.

The Public Health Service Act, as amended, gives priority for high-risk youth substance abuse prevention projects to applicants proposing to serve children of substance abusers, latchkey children, children at risk of abuse and neglect, preschool children eligible for Head Start, children at risk of dropping out of school, children at risk of becoming adolescent parents, and children who do not attend school and who are at risk of being unemployed.

For treatment and rehabilitation projects, the law gives priority to projects addressing the relationship between substance abuse and child abuse, dropping out of school, unemployment, delinquency, pregnancy, violence, suicide, or mental health problems.

The law also gives priority consideration to: community-based organizations proposing to develop innovative models with multiple, coordinated services for prevention or treatment and rehabilitation for high-risk youth; projects that can be replicated; and projects that employ research designs adequate for evaluating the effectiveness of the program.

In running the program, OSAP gives preference to "primary prevention" projects, which focus on high-risk youth who do not use drugs, and to "early intervention" projects, which focus on youth who are in early phases of drug use (such as experimenting with tobacco, alcohol, marijuana, etc.). The intent of this focus is to steer youth away from drugs before treatment and rehabilitation is necessary.

OSAP emphasizes drug prevention strategies that focus on addressing youth with multiple risk factors. Psychosocial risk factors within the individual, such as poor personal and social skills, should be considered as well as environmental factors such as the family, peer group, school and community.

When these risk factors involve several human service systems (e.g. juvenile justice, education, social welfare, mental health, substance abuse services, etc.), OSAP requires a strategy that coordinates the efforts of various agencies.

Projects may be "client-oriented" (i.e., focus on reducing specific risk factors among specific youth served in a targeted population) or "system-oriented" (i.e., focus on developing a system of linked, coordinated community-based services, public policy initiatives, and media campaigns to address multiple environmental and individual risk factors).

OSAP also requires that projects address the risks associated with specific age groups, roughly corresponding to major school divisions.

Based on the priority the 1988 Anti-Drug Abuse Act gives to projects that have strategies for evaluation their activities, OSAP now requires projects to have a well-developed evaluation plan. A major reason for this new requirement is so that successful strategies may be disseminated throughout the nation.

Grantees may be able to obtain technical assistance from OSAP to help put the evaluation plan in place. However, projects that have access to evaluation expertise, either on staff or by means of contract or linkage with a university or other appropriate

organization, stand a better chance of receiving funds. Between 15 and 20 percent of a project's budget must be devoted to evaluation.

All OSAP grants may be used for all direct and indirect costs associated with the project, including but not limited to salaries and benefits, project-related travel, supplies, communications, rental of space, subcontracts, and other necessary items.

Restrictions: OSAP does not award funds for substance abuse research, though it may fund a limited number of community demonstration projects that have some links to a research project. In the same vein, OSAP will not fund school-based education projects, though grantees are encouraged to coordinate their activities with substance abuse education activities funded under the Department of Education.

All projects must demonstrate linkages with and non-duplication of existing efforts, and provision must be made for adequate dissemination of results.

Funds must be used to supplement, not supplant, existing resources dedicated to substance abuse prevention, treatment, rehabilitation, and early intervention. All projects must be designed to generate new knowledge about substance abuse prevention, treatment, and rehabilitation, so projects designed only to replicate well-established models will not be supported.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Health and Human Services

Application Procedure: Applications must be submitted in response to a notice published from time-to-time in the Federal Register. Proposals must clearly describe how the project will be carried out, including the staff and resources that will be devoted to it, and adequate provision must be made for evaluating project results.

Selection Criteria: Applications are considered for funding on the basis of overall technical merit of the project as determined by a review process, potential for national significance of the proposed project in terms of developing an approach with applicability elsewhere, geographical distribution, balance among types of interventions and approaches (particularly emphasizing primary prevention and early intervention approaches, and client-and systems-oriented intervention approaches), focus on cultural and ethnic minority populations, and availability of funds.

All funded projects will be evaluated periodically by OSAP.

INFORMATION CONTACT

Headquarters: Bernard McColgan, Director, Division of Demonstrations and Evaluations, Office for Substance Abuse Prevention, Room 13A-56 Parklawn Building, 5600 Fishers Lane, Rockville, Maryland 20857. Telephone: (202) 443-4564.

PROGRAM: COMMUNITY YOUTH ACTIVITY PROGRAM (CYA)

PURPOSE: To provide discretionary (competitive) and block grants to states to support local education, training and recreation projects for youth who are at risk of abusing drugs, such as school dropouts and gang members. A small part of each year's funds is also reserved for projects of national significance.

KEY FACTS

Eligibility: States (including D. C. and Puerto Rico) are eligible to receive equal shares of a base allotment and to compete for additional funds. States subgrant funds to local educational agencies, law enforcement agencies, community-based organizations, community action agencies, local or state recreation departments, business organizations or partnerships composed of some or all of these entities.

OSAP awards contracts each year under a small component of the CYA program, "projects of national significance," which receives 5 percent of the program's annual appropriation. The law does not preclude any organization or individual from competing for these contracts.

Allowable Activities: The Community Youth Activity program provides discretionary (competitively-based) and block grants to states to support local education, training and recreation projects for youth who are at risk of abusing drugs, such as school dropouts and gang members. A small amount of each year's funds is also reserved for projects of national significance.

The CYA program was created by the 1988 Anti-Drug Abuse Act. The law assigned HHS to run the program and HHS in turn devolved responsibility to OSAP.

Five percent of the annual appropriation is taken off the top for projects of "national significance" such as recreational activities for low-income youth or other activities expecting to have an impact in preventing the use of drugs by youth. The amount reserved for these projects in FY 1989 was \$750,000. As stated above, the statute does not preclude any organization or individual from competing for these discretionary funds.

The remaining funds (\$14.25 million in FY 1989) are awarded to states as follows:

1. One quarter is split equally among eligible states (those who have submitted an application demonstrating need and feasible project aims) as a base grant amount, unless the total appropriation equals or exceeds \$40 million (which it did not in FY 1989). If the program is awarded \$40 million or more in any fiscal year, then each eligible state receives a base grant of \$250,000.

In FY 1989, 25 percent of the remaining funds was \$3.56 million. Each state received about \$68,509.

2. The territories divide one-half of 1 percent (\$71,250 in FY 1989), to be distributed on a need basis.
3. The remaining portion (\$10.62 million in FY 1989) is awarded in discretionary (competitive) grants to states to fund community services and partnerships, taking into consideration a) the highest proportions of school-aged youth at risk of abusing drugs, b) whether tangible need has been identified by the state involved, and c) if the state has proposed funding of additional projects targeted at areas of highest need.

States use funds (both block grant and discretionary monies) for community services and partnerships that prevent drug and alcohol abuse through education, training and recreation projects.

To perform these services, states may provide awards to the local organizations described in the "Eligibility" section.

Services may be provided in consultation with local and state health departments and community health or mental health centers when appropriate.

In making all awards under the program, the law gives priority to projects:

- aimed at youth who are not in school, or who are at risk of dropping out;
- seeking to reinvolve dropouts in educational programs, involve youth in community-based activities, develop training or employment opportunities for dropouts or provide youths with alternatives to drug abuse;
- providing after-school, vacation and weekend activities to encourage young people to participate in a variety of activities, including sports;
- involving participation by members of the business community;
- providing outreach to individuals of all ages who are at high risk of becoming drug-abusers;

- targeted to communities with the most serious drug abuse problems, to enable them to develop programs that coordinate federal, state and local efforts to develop comprehensive, long-term, community-wide prevention and education strategies;
- to involve youth in gangs, or at high risk of joining gangs, in educational programs, community-based activities, training or employment opportunities or other alternatives to gang involvement; and
- to inform youth about activities available that may discourage them from involvement in gangs.

OSAP may give greater weight to certain of these priorities when it issues program notices.

Restrictions: States must provide for the evaluation of activities and projects assisted under the program.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Health and Human Services

Application Procedure: A state's application must include a description of the method it will use to evaluate the impact its programs and activities will have on the drug abuse problem within the targeted communities.

OSAP independently notifies state governors of their annual block grant allotments and the availability of discretionary grants for states. OSAP solicits contracts for projects of national significance through the Commerce Business Daily.

Eligible local organizations desiring funds from the state-administered portion of the CYA program should contact their state governor's office.

Selection Criteria: Criteria are described in the notices issued to the state governors. States establish their own criteria for awards to local organizations. Criteria for contracts are specified in requests for proposal issued by OSAP.

INFORMATION CONTACT

Headquarters: Dave Robbins, Division of Prevention Implementation, Office for Substance Abuse Prevention, Room 9A-40, Parklawn Building, 5600 Fishers Lane, Rockville, Maryland 20857. Telephone: (202) 443-0369.

PROGRAM: SUBSTANCE ABUSE PREVENTION CONFERENCE GRANTS

PURPOSE: To use conferences to coordinate, exchange and disseminate knowledge about alcohol and drug abuse.

DEADLINE: Announced periodically in the Federal Register.

KEY FACTS

Eligibility: All public and private (including for-profit) entities are eligible to apply, but OSAP maintains that the "intended audiences" for grant announcements are principally consumer and services-oriented constituency groups -- including those representing state and local governments, professional associations, voluntary organizations and self-help groups -- with a focus on anti-drug activities and community consensus building and leadership.

Allowable Activities: OSAP's substance abuse prevention conference grant program funds anti-drug and alcohol meetings and conferences sponsored by new or ongoing constituent organizations or coalitions.

Between FY 1986 (when OSAP was created) and FY 1989, the office awarded contracts to sponsor conferences and professional networking on drug prevention issues. With the growth of the substance abuse prevention field, OSAP decided in FY 1989 to create a competitive grant review process to allocate its conference grant funds.

Conferences aim to increase information or develop strategies in such areas as sharing new technologies, problem solving, network building and public policy deliberations. Priority consideration is given to applicants who show the potential for: disseminating knowledge; linking with health promotion concepts and practices; and encouraging community coordination and mobilization, and effective use of resources.

Restrictions: Within 90 days of the closing of a grant period, grantees must submit to OSAP a final progress report and a final status (expenditure) report.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Health and Human Services

Application Procedure: Applicants respond to periodic notices appearing in the Federal Register. Applications must contain a narrative section with information necessary for reviewers to understand the project, and include goals, resources, approach, management plan, costs, etc.

Selection Criteria: Applications are considered for funding on the basis of the overall technical merit of the project as determined by a review process which judges the potential regional or national significance of the conference, the clarity and justification of the conference's objectives, the manner in which the conference is planned and organized, the qualifications and experience of project staff, the participation of appropriate speakers or presenters, the adequacy of proposed facilities and resources, and the budget, staffing plan and time frame to complete the conference.

OSAP also considers the program balance and relevance to alcohol and drug abuse prevention and availability of funds.

INFORMATION CONTACT

Headquarters: Kent Augustson or Elaine Perry, Office of Finance, Planning and Evaluation, OSAP, Room 9A-54, Fishers Lane, Rockville, Maryland 20857. Telephone: (301) 443-0365.

PROGRAM: ACTION DRUG ALLIANCE

PURPOSE: Provides grants to organizations that will use local volunteers and resources to conduct innovative public awareness and education activities designed to prevent drug abuse.

DEADLINE: Published periodically in the Federal Register.

KEY FACTS

Eligibility: Eligible applicants are public and private nonprofit organizations and agencies.

Allowable Activities: The ACTION Drug Alliance provides grants to organizations that utilize volunteers to conduct innovative public awareness and education programs to prevent drug abuse.

ACTION, historically a principal source of volunteer leadership in America (ACTION's major programs include Volunteers in Service to America and a trio of programs using elderly people as volunteers) was mandated by the President and Congress in the 1986 Anti-Drug Abuse Act to respond to the crisis of illegal drug use by fostering innovative prevention programs that capitalize on volunteer resources on the local level.

Congress appropriated \$3 million in FY 1987 funds for this purpose. ACTION used most of the monies to set up the ACTION Drug Alliance. Before the passage of the 1988 Anti-Drug Abuse Act, most Drug Alliance funds were awarded in the form of one-year nonrenewable \$35,000 grants for drug abuse programs utilizing volunteers, with some funds being used for conferences and large-scale demonstrations.

The 1988 law prohibited ACTION from limiting the number of years for which eligible entities may apply for and receive grants under the Drug Alliance Program. Therefore, Drug Alliance grants are no longer limited to one year.

Grantees must be committed to institutionalizing their projects in their community through the development of nonfederal financing mechanisms to continue the project once federal funding ends. Therefore, project sponsors must show that they have enlisted the full cooperation and involvement of all sectors of the community, including local businesses, from project inception through implementation. ACTION also encourages grantees to involve intended project beneficiaries in all stages of the project.

Eligible drug prevention strategies for regular school year grants in FY 1989 were:

1. using older youth without drug problems to work with younger youth in alternative and educational activities which help develop life skills to combat the pressure to use illicit drugs;
2. assisting children of illegal drug users to break the cycle of drug use from one generation to the next.
3. using adult volunteers from the business world to guide at-risk youth away from illicit drug use by helping them to develop constructive decision-making and crisis management skills, and to raise their self-esteem.
4. using volunteers in an innovative manner to increase awareness and provide accurate information about illegal drugs among target youth and in low-income communities.

The 1988 Anti-Drug Abuse Act extended ACTION's drug abuse education and prevention programs through FY 1991 and required the agency to set aside between 5 and 15 percent of its annual drug prevention funds for programs serving youth during the summer months.

Activities under the summer program may include:

- 1) extending effective school-year programs to the summer months;
- 2) developing or expanding summer recreational, volunteer, and youth development activities, thereby giving youths positive alternatives to illicit drug use; and
- 3) incorporating drug abuse education and prevention activities in public and private programs which serve youths during the summer months.

Priority goes to projects that serve high-risk youth and have opportunities for parental involvement. (For the purposes of this program, the term "high-risk youth" has the same meaning as it does under the Drug-Free Schools and Communities Act; see the separate program description for the act in this chapter.)

Restrictions: ACTION Drug Alliance grants are directed at drug abuse prevention only, and are not intended to address treatment issues. Alcohol abuse is outside the scope of the program.

All projects must include the use of volunteers as an integral component, and all must demonstrate third party commitment or other alternatives to achieving self-sufficiency once federal funding ends.

Applicants must not use nor advocate the use of illicit substances.

Under the 1988 legislative amendments, ACTION is forbidden to set any limit on the number of years for which eligible entities may apply for and receive Drug Alliance grants.

GRANT-MAKING PROCESS

Administering Agency: ACTION

Application Procedure: Applicants must respond to the annual Federal Register notice. Application forms are available from the ACTION headquarters.

Applications must include a statement of need, a description of the proposed project, endorsements from third-party partners, a statement acknowledging that ACTION's funding role is limited to the duration of the grant, a written statement indicating a willingness to participate in an evaluation by ACTION, and various other documents showing the nature of the applicant organization and its fiscal and programmatic capacity.

Completed applications must be submitted to the relevant ACTION state office. ACTION state and regional offices review applications and forward all of the applications to the headquarters office, along with their recommendations. ACTION headquarters make the final selections.

Selection Criteria: Applications will be reviewed on a competitive basis. The criteria used vary from year to year, but in general preference is given to applicants with a demonstrated competence in using volunteers to prevent the use of illicit substances by youth.

In addition, evaluations of the applicant are made in the following areas: plans to recruit, train, and retain non-stipended volunteers in areas of priority; ability to sustain state and local volunteer efforts; potential for replication of the project model, including dissemination of reports and manuals; plans for continuation of activity and program self-sufficiency after expiration of ACTION funds; projects were time-phased and feasible; capability of proposed staff; likelihood of project's completion within proposed timetable; feasibility of proposed budget; adequacy of plans for data gathering and evaluation; efforts to create public awareness of the drug problem; letters of support from collaborating agencies and organizations; and ability of applicant to raise matching funds (figure not specified) in cash or kind.

For applicants who meet the minimum criteria stated above, ACTION also gives consideration to geographic distribution; availability of project activities to all segments of society; applicant's accessibility to alternate resources, both technical and financial; allocation of Drug Alliance resources in relation to other ACTION resources; and the project's ability to increase knowledge of successful drug prevention and education strategies.

INFORMATION CONTACT

Local/Regional: ACTION State Office

Headquarters: Calvin Dawson, ACTION Drug Alliance, ACTION, 806 Connecticut Avenue NW, Washington, D. C. 20525. Telephone: (202) 634-9759.

PROGRAM: SECONDARY SCHOOLS BASIC SKILLS INSTRUCTION

PURPOSE: To help LEAs with high concentrations of low-income, low-achieving secondary school students to bring these students up to speed in their education.

DEADLINE: Will be published by ED in the Federal Register.

KEY FACTS

Eligibility: LEAs are eligible to compete for grants. Activities may be carried out in cooperation with community-based organizations.

Allowable Activities: The Secondary Schools Basic Skills Instruction program is intended to provide basic compensatory education services (similar to those provided under Chapter 1) to secondary school students in the fashion best suited to the special problems of these older students. Student eligibility for services is determined the same way as under Chapter 1, except that a student need not reside in a designated Chapter 1 attendance area to participate in a basic skills program.

This program received funds for the first time in FY 1990. This program description is based on the sections of the 1988 Hawkins-Stafford education law that authorize the program. ED will probably "flesh out" the program by expanding on the text of the law, i.e., establishing regulations and/or funding priorities, further developing the application requirements, etc. EFRC will track these actions through Grant UPDATE!

According to the relevant provisions of Hawkins-Stafford, LEAs may receive grants to:

1. start or expand programs designed to meet the special educational needs of secondary school students and to help these students achieve grade level proficiency in basic skills and, as appropriate, learn more advanced skills;
2. develop innovative approaches for: surmounting problems, such as scheduling problems, that make it difficult for students to attend, and for schools to administer, basic skills programs; and courses leading to completion of graduation or GED requirements;
3. develop and implement innovative programs involving community-based organizations and/or the private sector to provide motivational activities, pre-employment training or transition-to-work activities;

4. to provide programs for students outside schools, in order to reach school dropouts who will not re-enter traditional school and provide them with compensatory education, basic skills education or GED courses;
5. use the resources of the community to help provide services to the target population;
6. to train staff who will work with the target population on strategies and techniques for identifying, instructing and assisting such students;
7. provide guidance and counseling activities, support services, exploration of postsecondary educational opportunities, youth employment activities and other student services which are necessary to assist eligible students; and
8. recruit, train and supervise secondary school students (including giving stipends to needy students) to serve as tutors of other students eligible under this program and under regular Chapter 1 programs in order to assist such students with their homework, provide additional instruction and foster good study habits and improved achievement.

LEAs may use up to 5 percent of their grants for administrative costs. Not more than 25 percent of an LEA's grant may be used for noninstructional services, such as items 3, 5 and 7 above.

Restrictions: The statute imposes no non-federal matching or cost-sharing requirements.

LEAs must use their funds for schools and students with greatest need and must ensure that services are provided, as appropriate, to special populations, such as the handicapped or limited-English-proficient. They must involve parents in the development and implementation of their programs and coordinate services with other appropriate programs operated by the LEA or other agencies.

They must also arrange for equitable participation by private school students in the services funded under this program. Projects must be of sufficient size, scope and quality to achieve the purposes of the program.

Each LEA receiving a grant under this program must use the funds to supplement, not supplant, non-federal funds that would otherwise be available for these activities.

The program is subject to standard evaluation, dissemination, audit and enforcement procedures. LEAs must cooperate with the coordination and dissemination efforts of the National Diffusion Network and SEAs.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: ED will probably solicit applications in an announcement.

To receive funds, an LEA must submit an application describing program goals and how funds will be used to initiate or expand services to eligible secondary students, documenting that it has staff qualified to carry out the programs and assuring compliance with the terms of the program.

Selection Criteria: ED will give special consideration to applications which: demonstrate the greatest need for assistance under this program based on their numbers or proportions of low-income secondary school children and their numbers or proportions of low-achieving secondary school children; and offer innovative approaches to improving achievement among eligible youth and offer approaches which show promise for replication and dissemination.

In making awards, ED will ensure that funded projects are representative of rural and urban regions of the U. S.

Further selection criteria may be described by ED in the application announcement.

INFORMATION CONTACT

Headquarters: Brian Stacey, Western Branch Chief, Compensatory Education Programs, Office of Elementary and Secondary Education, Department of Education, 400 Maryland Avenue SW (Room 2025), Washington, D. C. 20202. Telephone: (202) 732-4733.

PROGRAM: WOMEN'S EDUCATIONAL EQUITY PROGRAM

PURPOSE: To promote educational equity for all women at all levels of education; to provide educational equity for those women and girls who suffer multiple discrimination or stereotyping based on sex and on race, ethnic origin, disability, or age; and to enable educational agencies and institutions to comply with Title IX of the Education Amendments of 1972 (relating to nondiscrimination on the basis of sex in federally-assisted programs).

DEADLINE: For grants, published annually in the Federal Register; for contracts, published periodically in the Commerce Business Daily.

KEY FACTS

Eligibility: The Women's Educational Equity Act (WEEA) authorizes discretionary grants and contracts to public agencies, private nonprofit organizations (including student and community groups) and individuals. In addition, consortia of these groups may apply for "general significance" grants.

Allowable Activities: Funds support demonstration, development and dissemination activities designed to promote educational equity for women and girls. Projects may address problems of gender-based discrimination, bias, and stereotyping at any educational level, preschool through postsecondary and adult education.

Activities that may be funded under all WEEA projects are: the development (where such materials are commercially unavailable) and evaluation of curricula, textbooks and other educational materials; model preservice and inservice training programs for educational personnel; research and development; guidance and counseling, including the development of nondiscriminatory tests; increasing the opportunities for adult women (at least 16 years old and not in school), including continuing educational activities and programs for underemployed and unemployed women; and expanding and improving vocational, career and physical education and educational administration.

ED will ensure that at least one grant or contract is available during each fiscal year for each activity described in the preceding paragraph.

WEEA projects are broken down into two categories:

General Significance Projects:

One category provides discretionary grants and contracts for projects to develop, demonstrate and disseminate activities of "general significance." These are: projects that will have national or statewide significance or be of significance to women generally; and whose potential impact is not confined to a local area.

Under the general significance category, ED may fund: a) through grant or contract, projects conducting one or more of the activities described above; and b) "challenge grants" worth a maximum of \$40,000 each to support innovative educational equity projects designed to achieve the purposes of the act.

Challenge grant projects may include comprehensive plans for implementation of equity programs at every educational level; innovative approaches to school-community partnerships; and new dissemination and replication strategies.

In addition to the eligible grantees described in "Eligibility," consortia of these groups may apply for general significance grants.

Local Significance Projects:

The second category provides discretionary grants and contracts for "projects of local significance" and special programs designed to provide equal opportunity for both sexes. But local projects have not been funded in recent years due to a funding formula that favors general significance projects.

Activities under the local significance category include the general WEEA activities described above, efforts to achieve compliance with the nondiscrimination provisions under Title IX of Education Amendments of 1972 and other special activities designed to achieve compliance with the purposes of the WEEA program.

Costs under the local significance category must be shared by the grantees and assistance for a project must not exceed two years. LEAs will receive at least 75 percent of funds allocated for this type of assistance.

Annual Priorities:

Each year, in a notice published in the Federal Register, ED established separate priorities for projects of general significance and projects of local significance.

For general significance projects, ED may choose as priority one or more of the following projects designed to: develop and test model programs and materials that could be used by LEAs and other entities in meeting the requirements of Title XI; develop new educational, training, counseling or other programs designed

to increase the interest and participation of women in math, science and computer science; develop new educational, training, counseling or other programs or expand existing model programs, designed to reduce dropout rates among women and encourage women dropouts to resume their education; develop or expand guidance and counseling programs designed to increase women's awareness of opportunities in fields where women have not significantly participated; develop new programs or expand existing model educational programs to increase opportunities for economically disadvantaged women; and develop new programs or expand existing model educational programs to increase opportunities for women who suffer multiple discrimination on the basis of sex and race, ethnic origin, age or disability.

Each year, ED may select one or more of the eligible general significance grant priorities to apply to challenge grant applicants.

For local significance projects, ED may choose as priority one or more of the following projects designed to: help LEAs and other educational agencies and institutions meet the requirements of Title IX; develop (if materials are commercially unavailable) and adapt to local needs the curricula, textbooks and other materials that will promote educational equity; develop and implement training, counseling and other programs designed to enhance the skills of women in math, science and computer science; and develop and implement guidance and counseling programs to increase women's knowledge of nontraditional career opportunities and inform them of the requirements for entering those fields.

Allowable costs under the WEEA program include: the payment of stipends, travel costs and child care to persons who anticipate in training under the project and to persons who participate in field-testing of materials and programs developed under the project, and the costs of tuition and fees for trainees. However, provision for these costs must be made in the application and ED must be satisfied that the payments are necessary. In addition, recipients of stipends may not also receive any other kind of payment for their work under the project.

ED will issue a report to the president by September 30, 1992, setting forth the programs and activities assisted by the WEEA program, and provide for the distribution of this report.

Restrictions: Men and boys may not be excluded from any activities assisted by this program. There is a matching requirement for local significance projects, as follows: LEAs must contribute 20 percent of project costs in the first year of the project and 40 percent in the second year (if applicable); local significance grantees who are not LEAs must contribute 10 percent in the first year and 20 percent in the second year (if applicable).

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: Applicants may submit applications under one or more of the annual priorities listed in the Federal Register. An applicant competes against other applicants addressing the same priority. An applicant may propose a project not under a priority if it is within the scope of the general WEEA activities listed above. In such a case, the applicant competes against other applicants that have not addressed a priority.

Contract proposals must respond to specific Requests for Proposals (RFPs) announced in the Commerce Business Daily.

An LEA applying for WEEA funds must first hold a public meeting to hear comment on its proposed project. All applications must assure the applicant will administer or supervise the proposed project.

Selection Criteria: Contract proposals are evaluated according to criteria indicated the RFP.

General significance grant applications are evaluated according to the following weighted factors totaling 100 points: a) need (20 points); b) impact (24); c) plan of operation (40); and d) staff qualifications (16). In addition, challenge grant applicants may get up to 5 more points for being judged as having an innovative approach; all applicants may get up to 10 more points if they have not received assistance under WEEA or Part C of Title XI in the past. ED also considers the geographic distribution of awards for general significance projects.

Local significance grant applications are evaluated according to the following weighted factors totaling 100 points: a) need (10 points); b) impact (10); c) plan of operation (32); qualifications of staff (20); cooperation and commitment (12); budget and cost effectiveness (8); and evaluation (8).

INFORMATION CONTACT

Headquarters: Alice T. Ford, Women's Educational Equity Act Program, Office of Elementary and Secondary Education, U. S. Department of Education, 400 Maryland Avenue SW, (Room 2053, FOB-6), Mail Stop 6264, Washington, D. C. 20202. Telephone: (202) 732-4351.

PROGRAM: JUVENILE JUSTICE DISCRETIONARY GRANTS

PURPOSE: To support a variety of research, demonstration, training, and dissemination projects designed to prevent juvenile delinquency, improve the juvenile justice system, and reduce the incidence and improve the recovery rate of missing children.

DEADLINE: Grant and cooperative agreement competitions are announced in the **Federal Register** and contract competitions are announced in the **Commerce Business Daily**. Prospective applicants are urged to contact the appropriate OJJDP division to discuss the anticipated issuance date for particular project solicitations soon after the annual program plan is published.

KEY FACTS

Eligibility: Eligible for awards under most OJJDP programs are public and private nonprofit entities, as well as for-profit organizations willing to forego a profit and agree for a period of one year after the award ends to not compete for or accept any grants or contracts arising from the award.

Only public or private nonprofit agencies are eligible for awards under OJJDP's Missing Children's program.

For certain competitions, OJJDP may further restrict eligibility for awards to certain categories of grantees.

Allowable Activities: Of the funds appropriated each year for OJJDP activities, the bulk are distributed on a formula basis to states to prevent juvenile delinquency and improve the juvenile justice system.

The portion of OJJDP's annual appropriation not devoted to state grants is distributed according to a statutory formula among the following functions: "special emphasis" demonstration programs; research, technical assistance and training under the National Institute of Juvenile Justice and Delinquency Prevention; and coordination of federal activities related to juvenile justice and delinquency prevention. These functions are described in this program description. (In addition, OJJDP receives a separate appropriation for the Missing Children's Program, described below.)

The 1988 Anti-Drug Abuse Act (P.L. 100-690) made numerous amendments in OJJDP programs. Major changes affecting OJJDP's discretionary programs include shifting more funds to state formula grants, the creation of a separate discretionary program

designed to provide prevention and treatment relating to juvenile gangs and drug abuse and drug trafficking (though Congress did not provide any FY 1989 funding for the new initiative), and a new mandate for OJJDP to study why minority youth are over-represented in secure facilities. All these changes are reflected in this program description.

A. SPECIAL EMPHASIS PROGRAMS

The bulk of OJJDP's annual discretionary grant funding goes to "special emphasis" projects. Prior to the 1988 amendments, OJJDP was required each year to award funds to public and private nonprofit agencies and individuals for demonstration projects addressing six priority areas:

- a) model prevention and treatment programs which treat the families of juvenile delinquents as a unit;
- b) community-based alternatives to traditional forms of incarceration;
- c) programs to divert juveniles from the traditional juvenile justice and correction system;
- d) youth advocacy programs;
- e) prevention and treatment alternatives for serious youth crime, including juvenile gang violence; and
- f) a national law-related education program for juvenile delinquency prevention, including a teacher training component.

Of the funds earmarked each year for special emphasis, 90 percent had to go to the just-described activities. The remainder could be spent on programs in the following seven areas:

- (1) improving the capability of public and private organizations to provide juvenile delinquency prevention services;
- (2) (with the Education Department) programs to keep students in schools and prevent school violence;
- (3) (with the Labor Department) business and industry programs for youth employment;
- (4) programs to encourage state legislatures to apply greater attention and resources to the problem of juvenile delinquency;
- (5) programs relating to juvenile delinquency and learning disabilities;

- (6) model programs encouraging local education, juvenile justice, and social service agencies to develop a coordinated approach to meeting the special education needs of delinquents; and
- (7) statewide programs which use subsidies to remove juveniles from adult jails and lockups, replicate programs certified as exemplary by the National Institute of Juvenile Justice and Delinquency Prevention, or establish and adopt standards for improvement of juvenile justice within each state involved.

The 1988 amendments change the special emphasis provisions in four ways:

First, increased emphasis is placed on projects to develop and implement programs to provide advocacy for juveniles in the juvenile justice system.

Second, the law-related education program is changed to make clear that such programs should be carried out in a variety of sites, not just elementary and secondary schools, and that OJJDP should disseminate the results of successful model projects.

Third, language is altered to make clear that special emphasis projects should be directed mainly at actual provision of services rather than research and development. (This responds to the fact that OJJDP has in recent years funded several R&D projects under the special emphasis authority, rather than under the National Institute of Juvenile Justice and Delinquency Prevention, the program's designated research arm.)

Fourth, the requirement that 90 percent of funds be spent on the six specified priority areas is removed. OJJDP is still required to conduct projects in these areas each year, but the amount of funds to be spent on these activities is left up to the agency.

B. NATIONAL INSTITUTE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION

The National Institute of Juvenile Justice and Delinquency Prevention (NIJJDP) is OJJDP's research arm. In addition to conducting research, it provides training and technical assistance and acts as an information clearinghouse.

The 1988 amendments strengthened NIJJDP's role as an information clearinghouse and added research on overrepresentation of minority youth in secure facilities to the very broad list of eligible activities the institute may fund.

In addition, the 1988 amendments mandate three special studies:

- (1) a study on conditions in detention and correctional facilities for juveniles and whether they meet national standards;
- (2) a study of treatment of Indian and Alaskan Native juveniles in tribal justice systems, the availability of alternative community-based facilities, and whether tribes and villages comply with the statute with respect to jail removal and deinstitutionalization requirements; and
- (3) in conjunction with the Missing Children's Program, a study of obstacles to recovery and return of parentally abducted children.

All of these studies were advertised for competing application in the **Federal Register** in 1989.

C. COORDINATION OF FEDERAL EFFORT

A small portion of OJJDP's annual funding is set aside for the Coordinating Council on Juvenile Justice and Delinquency Prevention. Composed of heads of federal agencies with responsibilities for juveniles and chaired by the Attorney General, the council is responsible for ensuring that all federal policies and programs relating to juvenile delinquency are consistent.

D. JUVENILE GANG PROGRAM

The major new juvenile justice initiative in the 1988 anti-drug abuse law entails the creation of a new OJJDP program to provide prevention and treatment relating to juvenile gangs and drug abuse and drug trafficking.

The new program has a separate authorization of \$15 million in FY 1989 and "such sums as necessary" in FYs 1990-92. Congress appropriated no FY 1989 funding for this program, but OJJDP is permitted to fund this program with using any regular discretionary monies that are left over after the mandated special emphasis activities are funded. It is possible that Congress may provide some start-up funds for this program in FY 1990.

To combat youth gangs, with particular reference to youth gang involvement in drugs, OJJDP is directed to award grants and contracts to public and private nonprofit organizations and individuals for projects:

1. to reduce the participation of juveniles in drug-related crimes (including drug-trafficking and drug use), particularly in elementary and secondary schools;

2. to develop within the juvenile adjudicatory and correctional systems new and innovative methods of addressing the problems of juveniles convicted of serious drug-related and gang-related offenses;
3. to reduce juvenile involvement in gang-related activity, particularly activities that involve the distribution of drugs by or to juveniles;
4. to promote the involvement of juveniles in lawful activities in geographical areas where gangs commit crimes;
5. to provide treatment to juveniles who are members of such gangs, including members who are accused of committing a serious crime and members who have been adjudicated as being delinquent;
6. to support activities to inform juveniles of the availability of treatment and services for which financial aid is provided under this program;
7. to facilitate federal and state cooperation with local school officials to assist juveniles who are likely to participate in gangs that commit crimes and to establish and support programs that facilitate coordination and cooperation among local education, juvenile justice, employment and social services agencies, for the purpose of preventing or reducing the participation of juveniles in gangs that commit crimes;
8. to provide personnel, training, equipment, and supplies in conjunction with programs and activities designed to prevent or reduce the participation of juveniles in unlawful gang activities, to assist in improving the adjudicative and correctional components of the juvenile justice system;
9. to provide pre- and post-trial drug abuse treatment to juveniles in the juvenile justice system; and
10. to provide drug abuse education, prevention, and treatment involving police and juvenile justice officials in demand reduction programs.

To receive funds, applicants must submit an application according to standard OJJDP procedures. Applications will be evaluated according to OJJDP's normal competitive peer review process. Priority will go to applications based on the incidence and severity of juvenile gang-related crime or the incidence of juvenile drug abuse and drug trafficking in the proposed project area and to applications that have the broad support of organizations in the project area.

E. MISSING CHILDREN'S PROGRAM

Funded from a separate small appropriation averaging around \$4 million annually, the Missing Children's Program provides grants to conduct research, demonstration, technical assistance and service projects and operate a national hotline and clearinghouse to prevent abduction and sexual exploitation of children and help locate and treat missing and exploited children.

In the past, OJJDP has funded a wide variety of projects under this authority, including projects to improve law enforcement procedures in prosecuting abduction and sexual exploitation cases, model community prevention programs, development of curricula to teach children how to avoid abduction, and statewide clearinghouses and private voluntary organizations working in the field.

F. PROGRAM PRIORITIES

OJJDP annually publishes in the Federal Register a program plan describing the types of discretionary projects it intends to support and the amount of money that will be available for both new and continuation awards. (A substantial portion of each year's funds goes to support continuation awards for ongoing projects.) Within the context of this program plan, OJJDP issues subsequent solicitations describing application procedures and deadlines for each new competition. The agency may also award some grants and contracts on a sole-source basis to organizations uniquely qualified for certain projects.

OJJDP published its FY 1988 program plan on June 2, 1988 at 53 FR 20256. OJJDP established four program priority areas for that year: illegal drug use among high-risk youth; serious juvenile crime; missing and exploited children; and jail removal. Funds were allocated among the following five functions: prevention (\$11.53 million); law enforcement/prosecution (\$6.43 million); adjudication (\$2.71 million); supervision (\$5.73 million); and missing and exploited children (\$5.00 million).

Within these areas, OJJDP proposed to fund a wide variety of new projects, including projects addressing AIDS in juvenile corrections, drug use in public housing, juvenile court management training, and a public/private education, employment and tuition initiative for youth at high-risk of delinquency or drug abuse.

The 1988 amendments reduced the portion of the appropriation available for discretionary projects while mandating three new studies and expanded annual reports on OJJDP activities. Consequently, OJJDP was not able to fund new projects in FY 1989 beyond the three mandated studies. Invitations for applications for the studies were published in the Federal Register. The FY 1989 program plan describing these new efforts and projects receiving continuation funding was published on May 9, 1989 at 54 FR 20104.

The FY 1990 program plan, which may present some new funding opportunities, was published December 31, 1989.

Restrictions: OJJDP lists the specific restrictions on uses of the funds and other limitations in the Federal Register and Commerce Business Daily announcements. In general, applicants must coordinate project plans with state planning and juvenile justice agencies, and provide for proper project administration, evaluation, and reporting. Some level of cost-sharing may be required as a condition for receiving a grant or contract, except that Missing Children's grants generally do not require a match.

GRANT-MAKING PROCESS

Administering Agency: Office of Juvenile Justice and Delinquency Prevention, (OJJDP), Department of Justice

Application Procedure: OJJDP publishes each year in the Federal Register a program plan describing the types of projects it intends to support and the amount of money that will be available for both new and continuation awards. Within the context of this program plan, OJJDP issues specific solicitations in the Federal Register and Commerce Business Daily describing application procedures and deadlines for each new competition. Within some funding categories, preliminary applications may be required.

OJJDP may also award grants and contracts on a sole-source basis to specified organizations when those organizations are uniquely qualified to perform a particular project.

Under the 1988 amendments, before awarding any discretionary grants or contracts, OJJDP is required to publish for public comment a proposed program plan each year setting forth proposed discretionary activities. The agency must allow at least 45 days for comment. The final version of the program plan must be published no later than December 31 of each fiscal year to which the plan will apply.

Selection Criteria: Selection criteria and application requirements are defined in the respective program announcements. Applications must be submitted to the national office for competitive review and ranking under a peer review process.

INFORMATION CONTACT

Headquarters: Office of Juvenile Justice and Delinquency Prevention, 633 Indiana Avenue NW, Washington, D. C. 20531. Telephone: (202) 724-7782.

Research and Program Development: Division Director, Irv Slott, Telephone: (202) 724-7560

Special Emphasis: Acting Division Director, Douglas Dodge, Telephone: (202) 724-5914

Training and Technical Assistance: Division Director, Emily Martin, Telephone: (202) 724-5940

Missing Children Program: Director, Duane Ragan, Telephone: (202) 724-7655.

PROGRAM: JUSTICE DEPARTMENT GRANTS TO FIGHT YOUTH GANG INVOLVEMENT IN DRUGS

PURPOSE: To help schools and communities attack the problems of juvenile gangs and related drug use.

KEY FACTS

Eligibility: Approximately \$10 million will be available through Juvenile Justice discretionary grants for projects that address the problems of youth gangs, especially in relation to drug use.

This program was added as a special category of grants to the existing operations of the juvenile justice program by the anti-drug abuse law and received its first funding in FY 1990.

Allowable Activities:

- innovative methods of meeting the special needs of juveniles convicted of serious gang and drug-related crimes;
- developing ways to prevent youth from becoming involved in gangs;
- campaigns to involve juveniles in lawful, productive activities, as opposed to joining a gang;
- providing treatment and counseling for juveniles who are currently involved in gang activities;
- coordinating federal, state and local school officials who work with juvenile gang members or students at risk of becoming involved in gangs; and
- providing personnel training, equipment and supplies for the education and treatment programs for these youth.

GRANT-MAKING PROCESS

Administering Agency: Office of Juvenile Justice and Delinquency Prevention (OJJDP)

Application Procedure: This category of grants is just one segment of the discretionary awards given by the Office of Juvenile Justice and Delinquency Prevention (OJJDP). OJJDP described the kinds of programs it plans to fund in the current fiscal year a massive program plan published in the Federal Register on March 19, 1990. The program plan does not itself request applications; application notices will be published in future editions of the Federal Register (for grants) and the Commerce Business Daily (for contracts).

INFORMATION CONTACT

For more information on OJJDP's anti-gang efforts, contact: Greg Morris, Office of Juvenile Justice and Delinquency Prevention, 633 Indiana Avenue NW, Washington, D. C. 20531. Telephone: (202) 724-7782.

PROGRAM: YOUTH GANG SUBSTANCE ABUSE PREVENTION

PURPOSE: To combat the growing involvement of young people in gangs engaged in drug trafficking and other drug-related crimes, through education and prevention activities

KEY FACTS

Eligibility: Public and private nonprofit agencies, organizations (including community based organizations with appropriate experience), institutions, and individuals may receive grants or contracts to conduct eligible activities.

For-profit agencies may not receive direct assistance, but they may subcontract with grantee organizations.

Allowable Activities: The new youth gang substance abuse prevention program provides grants and contracts to conduct drug education and prevention activities for young people in gangs. For the purposes of this program, the term "drug" includes both controlled substances and alcohol.

The program is operated by the Department of Health and Human Services' (HHS) Administration on Children, Youth and Families (ACYF). It complements another gang prevention initiative located in the Justice Department's Office of Juvenile Justice and Delinquency Prevention, and activities must be coordinated with OJJDP's program to avoid duplication.

Eligible activities include projects:

1. to prevent and reduce participation by youth in gangs that engage in illegal drug-related activities;
2. to promote the involvement of youth in lawful activities in communities in which such gangs commit drug-related crimes;
3. to prevent drug abuse by youths, to educate them about drug abuse, and refer gang members who abuse drugs to treatment and rehabilitation programs;
4. to support activities of local law enforcement agencies to conduct educational outreach activities in communities in which gangs commit drug-related crimes;
5. to inform gang members and their families of the existence of treatment and rehabilitation programs;

6. to facilitate federal and state cooperation with local school officials to assist youth who are likely to participate in gangs that commit drug-related crimes;
7. to facilitate coordination and cooperation among -- (a) local education, juvenile justice, employment and service agencies, and (b) drug abuse referral, treatment and rehabilitation programs, for the purpose of preventing or reducing the participation of youth in activities of gangs that commit drug related crimes; and
8. to provide technical assistance to eligible organizations in planning and implementing drug abuse education, prevention, rehabilitation, and referral programs for youth who are members of gangs that commit drug-related crimes.

In FY 1989, the first funding round for the program, ACYF established three priority areas:

1. establishing community-based consortia for addressing issues relating to youth, gangs and illicit drug use (approximately 10 to 40 grants were awarded in this area);
2. developing programs that enable individual service and support providers to address one of the eight objectives listed above (10 to 20 grants); and
3. innovative support programs for at-risk youth and their families in communities with high numbers of youth gangs involved in drugs (five to 10 grants).

Youth aged 11 through 14 were targeted for special attention under the FY 1989 competition.

Restrictions: Activities conducted under this program must be coordinated with OJJDP's gang prevention initiative, to avoid duplication.

Grantees must contribute at least 25 percent of the total cost of the project. While ACYF permits in-kind contributions, it "encourages" cash contributions.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Health and Human Services

Application Procedure: Organizations desiring funds must submit applications according to procedures specified by ACYF. (The agency typically awards its funds through grant competitions announced in the Federal Register; more rarely, it may award contracts through contract competitions announced in the Commerce Business Daily.)

ACYF will give priority to proposals for projects to be carried out in geographical areas where frequent and severe drug-related crimes are committed by youth gangs and that have the broad support of community based organizations in the area.

Applications must also propose a project addressing a priority area identified by ACYF in individual grant announcements. The priority areas will always be based on one or more of the eight purposes listed above.

Applicants must also provide that the project will be administered by or under the supervision of the applicant, ensure proper management, evaluation and fiscal control of the project, and provide for regular reports to ACYF.

Selection Criteria: Applicants must meet certain minimum requirements stated in individual grant announcements. In addition, FY 1989 applications had to address the following four requirements, which ACYF evaluated according to weighted criteria totaling 100 points: objectives and need for assistance (25 points); results or benefits expected (20); approach (35); and staff background and experience (20).

INFORMATION CONTACT

Headquarters: Frank Fuentes, Director, Program Support Division, Family and Youth Services Bureau, Administration for Children, Youth, and Families, Office of Human Development Services, Post Office Box 1182, Washington, D. C. 20013. Telephone: (202) 245-0078.

PROGRAM: DEPENDENT CARE PLANNING AND DEVELOPMENT

PURPOSE: Provides formula grants to states to help state and local organizations plan, develop, establish, expand, and improve: a) dependent care resource and referral systems; and b) programs utilizing schools or community centers to furnish before- and after-school child care services for school-age children.

DEADLINE: For state applications, announced directly to states each year; for subgrantees, announced by each state.

KEY FACTS

Eligibility: States (including D. C., Puerto Rico, and the territories) receive funds according to a population-based formula. They may use the funds to conduct eligible activities directly, or they may award funds through grant or contract to other public or private nonprofit organizations that will undertake to provide eligible services.

Typically, most of the funds earmarked for child care are subgranted by states to local agencies to carry out eligible activities. However, some states use the portion of funds earmarked for dependent care resource and referral to conduct programs directly, while others subgrant funds to local agencies.

Allowable Activities: Of the funds allotted annually to each state, 40 percent must be used for dependent care resource and referral systems, and 60 percent must be used for school-age day care projects in schools or community centers. States may conduct activities directly or through grant or contract with other nonprofit organizations.

Funds for dependent care resource and referral are used to plan, develop, establish, expand, or improve systems designed to provide information concerning the availability, types, costs, and locations of dependent care services. For the purposes of this program, dependents are defined as children aged 16 or under, adults aged 55 or older, or persons with developmental disabilities.

Information provided by dependent care resource and referral systems may include the types of dependent care services available, including services provided by individual homes, religious organizations, community organizations, employers, private industry, and public and private institutions; the costs, locations, and hours of operation of the services; forms of transportation available to reach the services; types of dependents served; and information on other dependent care resource and referral systems that are funded by this program.

Funds allotted for day-care are used to plan, develop, establish, expand, or improve programs designed to provide school-age day-care services before or after school in public or private school facilities or in community centers.

States may use up to 10 percent of their total allotments for the cost of administering the program.

Restrictions: The program requires a 25 percent nonfederal match, in cash or in kind.

Since the purpose of the program is to expand the availability of services, funds may not be used to simply pay for the normal operating costs of funded projects. In addition, funds may not be used to make cash payments to intended recipients of services, subsidize the direct provision of services, or pay for construction or renovation.

Assisted child care programs must comply with all relevant state and local child care licensing laws. In the same vain, funded dependent care resource and referral systems may not provide information to clients on dependent care programs that are not in conformity with relevant state and local laws.

Child care programs must involve parents in the development and implementation of programs, and they must encourage enrollment of economically, ethnically, and racially diverse children, including handicapped children.

GRANT-MAKING PROCESS

Administering Agency: Office of Human Development Services (OHDS), Department of Health and Human Services

Application Procedure: To receive funds, states and territories must annually submit an application by the deadline specified in a letter sent by OHDS to each state governor.

The application must certify that the funds will be administered in accordance with the statute and that the funds will supplement, not supplant, nonfederal funds that would be otherwise be used for eligible activities. The application must also describe the programs and activities that will be supported by the grant. In addition, assurances relating to parental involvement and enrollment of a diverse population in child care programs are required. The public must have an opportunity to review and comment on the state's proposed program and any later amendments to it.

If a state's application conforms to the statute, OHDS approves it and issues the grant to the state.

This program is covered under Executive Order 12372 for state plan consolidation and simplification only; the review and comment provisions of EO 12372 do not apply.

States establish their own application procedures for substate applicants. However, in the event an organization applying for child care funds does not itself own or operate the school or community facilities that will be used to house the child care program, the law requires the application to include a detailed agreement specifying the terms under which the applicant will have access to the facility to conduct the child care program.

Normally, OHDS reviews and approves state applications in less than six weeks. For substate applications submitted to states, review and approval time varies from state-to-state.

Selection Criteria: Participating states and territories receive an annual formula allotment based on relative population, with states (but not territories) guaranteed a minimum of \$50,000. If a jurisdiction fails to submit an application, its funds are reallocated to the other jurisdictions that have submitted acceptable applications.

The program's funding has climbed from \$4.79 million in FY 1986 to \$5.00 million in FY 1987, \$8.38 million in FY 1988, and \$11.86 million in FY 1989. In light of the increased concern about child care, the program may get yet another boost in FY 1990.

In FY 1988, 52 of the 57 eligible jurisdictions submitted acceptable applications and received their formula grants.

In FY 1989, 11 states were allotted the minimum of \$50,000, while territories were allotted much smaller amounts. Largest allotments went to California (\$1.32 million) and New York (\$838,000).

INFORMATION CONTACT

Federal: Arlene Taylor, Family and Youth Services Bureau, Administration for Children, Youth and Families, OHDS, Department of Health and Human Services, Post Office Box 1182, Washington, D. C., 20013. Telephone: (202) 245-0034.

Regional: Local organizations interested in receiving a subgrant should contact their state social services agency.

PROGRAM: SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM

PURPOSE: Provides grants to state governments and national nonprofit organizations for programs which subsidize part-time community service jobs for disadvantaged senior citizens. Local public and private nonprofit organizations benefit from the program by obtaining the subsidized services of senior community service enrollees.

DEADLINE: States and national sponsors receive annual allotments automatically; local agencies may apply or a SCSEP supported employee at any time.

KEY FACTS

Eligibility: States (including territories) and national public and private nonprofit organizations are eligible to receive grants. States operate their programs through their agencies on aging and/or transfer funds and responsibilities to local government agencies on aging. National non-profit organizations usually subgrant their funds to local service agencies.

Allowable Activities: Project sponsors use their grants to create and pay (at least minimum wage) for part-time (usually 20 hours a week) community service jobs for low-income (not exceeding 125 percent of the poverty level) individuals who are 55 years of age or older. Sponsors must give priority to enrolling persons age 60 and older, especially those with the greatest financial need. All participants must reside in the state in which the project operates.

Senior enrollees may work in established local service agencies, such as schools, hospitals, day care centers, and park systems, or they may work in connection with newly formed or innovative community service projects. At present, about half the enrollees work in jobs providing services which meet the needs of the elderly, such as health, nutrition, recreation, home care, and transportation.

Most of the grant funds must be used for participants' wages and benefits, but funds may also be used to provide participants with training, orientation, counseling, physical examinations, and, within strict limits, transportation to and from their community service jobs.

In order to ensure that the maximum number of eligible individuals have a chance to participate in this program, ETA encourages sponsors to place at least 20 percent of enrollees in unsubsidized jobs outside of this program. To achieve this goal, sponsors should contact potential employers to develop or identify

suitable unsubsidized jobs and should encourage host agencies to hire enrollees as part of their regular staff. Sponsors may also use some grant funds to defray the cost of providing enrollees with additional training needed to enable them to obtain unsubsidized jobs.

In late 1987, Congress directed the program to give priority to funding new contracts with national organizations to serve aging Indians and aging Pacific Island/Asian Americans, when the necessary increased funds became available.

SCSEP finally got enough new money in FY 1989 to expand the number of sponsors to meet this mandate, so ETA announced a competition in spring 1989 (published in the *Federal Register* on March 3, 1989 at 54 FR 9100 with a deadline of April 17, 1989) in which it proposed to award \$1 million each to a national Indian aging organization to provide services in Texas and Oklahoma and to a national Pacific Island/Asian American aging organization to provide services in California and Oregon. It was estimated that each organization would be able to fund 193 positions with its \$1 million grant.

Restrictions: Project sponsors must provide at least a 10 percent match, which may be in the form of cash or in-kind contributions. This match may be waived for projects located in disaster areas or areas that are economically depressed.

No more than 13.5 percent (15 percent with justification) of a project's federal share may be used for administrative costs.

Under the program's regulations, at least 75 percent of the grant must be used to pay enrollees' wages and fringe benefits. However, in some years, ETA has administratively raised this requirement to 78 percent. Federal funds remaining after applying the limits on wages/benefits and administrative costs may be used for recruitment, orientation, physical examinations (provided as a benefit, not for screening), training, supportive services, and job development.

Project sponsors must coordinate their activities with JTPA service delivery areas and state employment services.

Grantees may not enroll individuals in political or sectarian activities, place them in any positions involving work that the private sector would normally perform, or displace employed workers. No funds may be used for construction, lobbying, or pro- or anti-union activities.

Enrollees may not work more than 2,300 hours a year and must seek recertification annually, though there is no limit on the number of years an enrollee may participate in the program. Project sponsors must offer enrollees at least 20 hours of work a week; however, they may not require a senior citizen to work more than 20 hours per week if she or he does not desire to do so.

In determining whether an individual is eligible for federal low-income housing or food stamps, government agencies may not count any income the individual may derive from an SCSEP job.

GRANT-MAKING PROCESS

Administering Agency: Employment and Training Administration (ETA), and Department of Labor (DOL).

Application Procedure: States and national nonprofit organizations that are already part of the program must reapply each year but renewal is routine.

Selection Criteria: Funds are allotted on a formula basis to states (including territories) and the following national organizations: Green Thumb, the National Council of Senior Citizens, the American Association of Retired Persons, the National Council on the Aging, the U. S. Forest Service, the National Urban League, the National Center on Black Aged, and the National Association for Hispanic Elderly. Due to a 1987 legislative mandate to expand the program to include services for aging Indians and for aging Pacific Islanders/Asian Americans, ETA expected to add two new national sponsors to serve these groups in 1989.

ETA allots funds to each state according to such factors as per capita income and the relative number of persons aged 55 or older. Within each state, a portion of the allotment goes to the state government and the rest of the allotment is divided among the national organizations that operate programs in that state. Nationwide, an average of 22 percent of each state's allotment goes to the state government and 78 percent goes to national organizations.

The national organizations that receive grant funds from a state's allotment must use the funds in that state. Both state and national program operators should work to ensure that funds allotted for projects in each state are apportioned among areas within the state in an equitable manner.

When a state does not choose to operate a senior community service program itself, it may ask ETA to transfer its entire allotment to the national organizations operating programs in that state. In FY 1988, Alabama, Arizona, South Dakota, North Dakota, Florida, New Jersey, and Montana designated all their funds to national organizations, while Nebraska designated part of its funds to national organizations. The other states and territories used all of their state allotments to run programs themselves. State allotments (including funds designated to national organizations for use in those states) ranged in FY 1989 from as little as \$1.49 million (Alaska) to as much as \$27.24 million (California).

With some fluctuations, the program's appropriation climbed from \$317 million in FY 1984 to \$343.8 million in FY 1989. President Reagan requested \$336 million for the program for FY 1990. President Bush did not list any specific figure for this program in his revised FY 1990 budget proposal.

In the event a major increase in funds permits ETA to expand the program, it publishes a notice in the Federal Register inviting prospective new sponsors to submit proposals. Applications should then be sent to the national office.

The list of eight national sponsors was static throughout the early 1980's, but in 1989, ETA received enough additional funds to enlist two new sponsors to serve aging Indians and Pacific Island/Asian Americans. According to the solicitation, applicants were to be selected on a competitive basis according to weighted criteria measuring experience, capability, cost effectiveness, and potential program success. States targeted for services were selected based on location of target population and amount of funds available in the states under the statutory funding formula.

Public or private nonprofit organizations interested in obtaining the services of a senior community service employee may apply at any time to a national sponsor or the appropriate state or territorial office, but ETA says that spring is generally the best time to apply.

INFORMATION CONTACT

Federal: Wilbert F. Solomon, Chief, Division of Older Worker Programs, Employment and Training Administration, Department of Labor, 200 Constitution Avenue NW, Room N-4641, Washington, D. C. 20210. Telephone: (202) 535-0521. Additional contact: Gale Gibson.

Local/Regional: State agency on aging.

PROGRAM: COMPREHENSIVE CHILD DEVELOPMENT CENTERS

PURPOSE: Supports 10 to 25 Comprehensive Child Development Centers that will provide assistance to children from birth to school-age

DEADLINE: Will be published in the Federal Register.

KEY FACTS

Eligibility: Any of the following is generally eligible to apply for this program: a Head Start agency or agency eligible to be designated as such; a community-based organization; an institution of higher education (IHE); a public hospital; a community development corporation; or a public or private nonprofit agency specializing in serving infants or young children.

Any of these agencies is eligible to apply for a planning grant under this program. To be eligible to apply for an operating grant, an agency must have an approved planning grant application on file with HHS or have experience in conducting child development projects similar to those authorized by this program.

Allowable Activities: The program authorizes 10 to 25 Comprehensive Child Development projects that will provide a range of basic services to low-income children from birth to school-age, to enhance their intellectual, social, emotional and physical development. Services are given to parents and other family members.

The underlying premise of the program is to demonstrate that the educational failure of extremely poor children can be prevented by providing intensive services to the children from the cradle and on a continuous and comprehensive basis.

In the case of infants or young children, services provided by a child development center include: infant and child health services (including screening and referral), child care that meets state licensing requirements, early childhood development programs, early intervention services for children with or at risk of developmental delays, and nutritional services.

In the case of parents and other family members, services include: prenatal care; education in infant and child development, health, nutrition and parenting; referral to education, employment counseling and training as appropriate; and assistance in securing income support, health care, nutritional assistance and housing.

The program makes two types of grants -- planning grants and operating grants.

Planning grants are made for three-month periods to help organizations prepare an operating grant proposal. The Head Start Bureau makes up to 30 planning grants worth a maximum of \$35,000 each.

After the three month planning grant period has expired, the bureau makes between 10 and 25 operating grants lasting for periods of five years. The extended length of the grant period is designed to ensure that services to children are provided continuously. Awards are renewable each year of the project.

HHS may provide grants or contracts for the continuing evaluation of projects. Evaluations must be carried out by an entity independent of an agency administering a project.

Restrictions: Grantees must provide a 20 percent match, in cash or in kind.

To the extent that services provided under the comprehensive child development program are similar to services provided by Head Start, HHS rules governing Head Start will also govern this program.

HHS must evaluate the projects authorized by this act. Grant recipients must furnish information requested by HHS to expedite the evaluation. HHS must then report to Congress on the findings and recommendations of its evaluation by October 1, 1993.

GRANT-MAKING PROCESS

Administering Agency: Administration for Children, Youth and Families (ACYF), Department of Health and Human Services

Application Procedure: If the program makes new awards in FY 1990, applications will be solicited through an announcement in the Federal Register.

Selection Criteria: The program was first funded in FY 1989 with \$19.76 million. President Bush did not provide a specific figure for this program in his FY 1990 budget request. At press time, Congress was close to approving \$25.00 million or a figure close to it for the program in FY 1990.

The FY 1989 appropriation provided 22 awards ranging in amount from \$400,130 to \$1.34 million.

Planning grants are made for a duration of one year and for a maximum amount of \$35,000. Operating grants are made for up to five years and have no statutory maximum dollar amount.

The bulk of the expected FY 1990 appropriation was earmarked for the second round of awards to grantees with five-year operating grants. It was not clear at press time whether the program would have enough funds to make new awards in FY 1990.

Specific information to be provided in planning grant applications includes: demographic information; a description of the needs of the infants and children, and the specific activities designed to assist them; a plan to involve community groups and public agencies, listing the groups to be contacted; a planning phase advisory board, including community group representatives and experts in the services to be offered, and other project participants; and a description of the agency's ability to raise the nonfederal share of the project's cost.

To be eligible to apply for an operating grant, an agency must have an approved planning grant application on file with HHS or have experience in conducting child development projects approved by HHS. Priority will be given in awarding operating grants to agencies that received operating grants in the previous fiscal year.

An application for an operating grant must: provide demographic data; demonstrate services offered are appropriate for the target population; identify the referral providers and other agencies the applicant will use to carry out the program; assure that services will begin with prenatal care and will be furnished on a continuous basis to infants and young children, and to parents and other family members; describe how services will coordinate and expand existing services (including those offered by state and local agencies) as well as provide services not available in the area; create an advisory board consisting of the project's participants, experts and community representatives in the affected area; and describe plans for evaluating the impact of the project.

The bureau rates applications according to weighted selection factors totaling 100 points. In FY 1989, the factors for planning grants were (with relative point values in parentheses): objectives and need for assistance (40 points); results or benefits expected (10); approach (20); geographic location (5); and staff background and experience (25). For operating grants in FY 1989, the factors were: objectives and need for assistance (10); results or benefits expected (10); approach (35); geographic location (5); staff background and experience (25); and budget appropriateness (15).

In awarding grants to eligible agencies, HHS may not consider whether an applicant for assistance has applied for or received funds under the Head Start program.

Payments may be made in advance, in installments, or by way of reimbursement.

PROGRAM: NATIONAL DIFFUSION NETWORK

PURPOSE: To identify exemplary educational programs and promote their widespread adoption by schools throughout the nation

DEADLINE: Announced annually in the Federal Register for Developer Demonstrator and Dissemination Process projects; announced once every four years for State Facilitator and Private School Facilitator projects. Next new Private School Facilitator award is expected in FY 1991; next new State Facilitator award is expected in FY 1992. All announcements were to be issued as part of the annual ED departmentwide deadline notice published in September 1989.

KEY FACTS

Eligibility: SEAs (including the territories), LEAs, institutions of higher education (IHEs) and other public and private non-profit organizations may apply for National Diffusion Network (NDN) grants to disseminate and promote exemplary programs in education.

Allowable Activities: The NDN program supports four kinds of projects:

- (1) Developer Demonstrator projects, which are designed to disseminate a specific exemplary program nationwide;
- (2) Dissemination Process projects, which provide information, instructional materials and services nationwide concerning specific content areas, bodies of research or fields of professional development that will be of use to education service providers;
- (3) State Facilitator projects, which are designed to help disseminate throughout a specific state a wide variety of exemplary programs; and
- (4) Private School Facilitator projects, which disseminate exemplary education programs to private schools nationwide.

The four types of projects which NDN funds interact closely with one another. The Developer Demonstrator projects begin at the local level with programs that have been field-tested and proven effective. These are then put up for review by a Program Effectiveness Panel (PEP) that measures evaluation design, anticipated program results and replicability of the program.

The PEP is a panel of experts in the evaluation of education programs and in other areas of education, at least two-thirds of whom are not federal employees, who are appointed by ED to review and assign scores to programs.

A second panel, the Program Significance Panel (PSP) which judged need, content and design of the program, was killed by Congress in 1988 after legislators found it to be subject to ideological bias. New regulations for the program were issued in June 1989 to implement the 1988 statutory changes. Projects now are subject only to the scrutiny of PEP. However, projects approved by PEP and PSP according to the old regulations are not affected by the invalidating of PSP.

After receiving an acceptable rating by PEP, the Developer Demonstrators apply to ED to disseminate their programs on a national level. Exemplary programs promoted through Dissemination Process grants are subject to the same review process as Developer Demonstrators, but these projects are much broader in scope. The State Facilitators help arrange for these Developer Demonstrators and Dissemination Process projects to be implemented by the local school districts. The Private School Facilitators disseminate information about these same programs to private schools and help those schools to implement the programs.

Developer Demonstrator Projects:

Developer Demonstrator projects may be conducted by any public or private nonprofit organization with an exemplary program that was developed with either federal or nonfederal funds and that has subsequently received PEP approval and is available for visitation.

If the developer does not itself apply, another public or private nonprofit organization may apply to disseminate the project, but the cooperation of the developing organization is required. In addition to exemplary educational practices or techniques, Developer Demonstrator awards may also be given to projects that have developed exceptionally effective techniques for disseminating educational programs, products, information, and materials.

Developer Demonstrators must: a) develop and disseminate material for others to use in deciding whether to adopt exemplary programs and for training and instruction in the exemplary program; b) negotiate adoption agreements with state facilitators and educational service providers; c) train and give technical assistance to educational service providers in preparing, implementing and evaluating a program adoption; d) monitor and evaluate the quality and effectiveness of resulting adoptions; e) maintain demographic, evaluation and retention rate data; f) participate with other NDN grantees in ED-sponsored workshops; g) develop and implement a system to identify and train certified

trainers; h) identify and certify demonstration sites throughout the nation; and i) cooperate with state facilitator grantees in carrying out dissemination, training, and monitoring activities.

Each year, when it invites applications for new Developer Demonstrator projects, ED will indicate specific priority areas it seeks to fund. These areas may include: a) English, including literature; b) science; c) history, geography and civics; d) mathematics or higher mathematics; e) reading; f) written or oral communication; g) health, including substance abuse; h) ethics; i) the humanities; j) programs that assist in improving school discipline and foster an atmosphere conducive to learning; k) foreign languages; l) computer science; m) programs advancing students' personal, educational, or occupational goals, such as vocational education, industrial arts, and fine and performing arts; n) programs improving students' skills in comprehension, analysis, and problem solving, including philosophy; o) programs improving teaching and the quality of instruction; p) educational leadership programs; q) schoolwide and districtwide school improvement methods; r) dropout prevention programs and programs for at-risk students; s) programs that foster parental involvement in schools; and t) physical education.

ED may also establish priorities at specified instructional levels (e.g. preschool, elementary, secondary, postsecondary and adult education) or for one or more special populations (e.g., gifted and talented, handicapped, migrants, and disadvantaged.)

For example, ED may decide in one fiscal year to give priority to elementary and secondary mathematics and science programs designed for handicapped or disadvantaged students. However, in most years, the priority is less restrictive than the example cited.

Dissemination Process Projects:

Any public or private nonprofit private agency, organization or institution that has in operation a dissemination process with current PEP approval may apply for a Dissemination Process grant.

A Dissemination Process project must: a) develop and provide information and services and bodies of research that are available through the dissemination process; b) provide training; c) evaluate the quality and effectiveness of the dissemination process; d) maintain records during the grant period regarding the dissemination of information, materials and services; e) monitor and evaluate the extent of use of the information, materials and services provided; f) participate in ED-organized workshops and meetings; and g) cooperate with state facilitator grantees and the private school facilitator projects.

Each year, ED may publish priorities for Dissemination Process awards from among those eligible priorities listed under "Developer Demonstrator Projects," above.

State Facilitator Projects

Any public or private nonprofit organization located in the state to be served may apply for a State Facilitator project to disseminate a wide variety of exemplary programs within that state. Only one State facilitator will be funded in any state.

State Facilitator projects must: a) inform public and private education service providers about the availability of all exemplary education programs in the NDN; b) assist education service providers to select exemplary education programs to meet their needs; c) negotiate adoption agreements with Developer Demonstrator and Dissemination Process grantees and education service providers; d) arrange for Developer Demonstrator and Dissemination Process grantees to provide training and follow-up services; e) arrange for the selection and training of local facilitators; f) assist in the identification and preparation of certified trainers and demonstration sites; g) maintain records during the grant period concerning the exemplary education programs adopted in the state, including demographic data and program retention rates; h) monitor and evaluate the activities of the State Facilitator project; i) participate with other NDN grantees in workshops and meetings arranged by ED; j) cooperate with Developer Demonstrator grantees, Dissemination Process grantees and the Private School Facilitator grantee to carry out the activities in this section; and k) disseminate information about educational excellence recognition efforts and research centers.

Only one award per state is granted every four years for the State Facilitators. The most recent competition for the states was held in FY 1988. ED anticipates holding a new state competition in FY 1992. The most recent competition for the territories, who were made eligible under this program in 1988, was held in FY 1989; a new competition for territories is expected in FY 1993.

Private School Facilitator Project

The Private School Facilitator performs activities analogous to the State Facilitators, in relation to private schools only.

Only one award is granted every four years for a Private School Facilitator. The most recent competition was held in FY 1987. ED anticipates holding a new competition in FY 1991.

Restrictions: Local school districts and SEAs receiving NDN grants must consult with nonprofit private school officials during application development and provide opportunities for their students to participate in and benefit from the program.

Program funds will not support stipends for educational personnel in training or costs related to the construction, repair, remodeling or alteration of sites and facilities.

NDN funds do not support development of an exemplary program or practice, nor may they be used for the ordinary operating costs of the project being disseminated.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: The application procedure for Developer Demonstrator and Dissemination Process awards has two steps. First, applicants must be approved by the PEP. Second, applications must be reviewed and judged by ED officials.

For PEP review of a Developer Demonstrator program, product or practice, applicants must submit to ED qualitative and quantitative evidence of the effectiveness of its program, product or practice.

For ED review, Developer Demonstrator applications must submit to ED a description of the exemplary education program, including a description of training required to install the exemplary program in new settings and a representative sample of the instructional, classroom or curriculum materials of the exemplary program.

For PEP review of a Dissemination Process project, an applicant must submit to Ed a description of: its dissemination process; the procedures and criteria for selecting information, materials and services to be disseminated and for judging that they are educationally significant; and the procedures and criteria for evaluating qualitative and quantitative evidence of the effectiveness of information, instructional materials and services to be disseminated.

For ED review, Dissemination Process applicants must submit to ED a description of the dissemination process, including a representative sample of the information and instructional materials that would be disseminated through the dissemination process and a description of any training to education service providers the program might offer.

Developer Demonstrator and Dissemination Process applications compete only with applications in the same priority area announced in the annual competition.

Any Developer Demonstrator grantee, otherwise eligible to apply for a continuation award, may apply for the continuation award even if either the six-year PEP approval period has expired or the six-year approval period under the Joint Dissemination Review Panel, which preceded the PEP, has expired.

State Facilitator and Private School Facilitator applicants respond to the notice that appears for each of the two projects once every four years.

Selection Criteria: Developer Demonstration projects are evaluated by the PEP according to the following weighted criteria totaling 100 points: a) evaluation design (40 points); b) results (50); and c) replication (10). PEP approves the Developer Demonstrator application if it gives a score of at least 40 points for criterion b), results, and a total score of at least 70 points for the project.

Dissemination Process projects are evaluated by the PEP according to the following weighted criteria totaling 100 points: a) evaluation design (50 points); b) results (25); and c) replication (25). PEP approves a project if it gives a score of at least 20 points for criterion b), results, and a total score of at least 70 points for a project.

If the PEP gives an acceptable rating to either type of project, the approved project is then evaluated by ED according to the criteria listed below. State Facilitator projects and Private School Facilitator projects do not need to have PEP approval; they apply directly to ED, and are evaluated according to the criteria totaling 100 points listed below:

- Developer Demonstration projects: a) innovative approach of exemplary educational program (15 points); b) accuracy of exemplary educational program (15); c) plan of operation (25 points); d) quality of key personnel (20); e) budget and cost effectiveness (5); f) evaluation plan (10); g) adequacy of resources (5); and h) monitoring plan (5).

In addition, ED seeks to diversify the Developer Demonstrator projects funded. For continuation awards, the effectiveness of the project during the previous budget period will be used in determining the amount of funding for the next budget period. Preference is also given to projects that have had fewer than six years total funding from NDN.

- Dissemination Process projects: a) innovative approach of exemplary education program (15 points); b) accuracy of exemplary education program (15); c) plan of operation (25); d) quality of key personnel (20); e) budget and cost effectiveness (5); f) evaluation plan (10); g) adequacy of resources (5); and h) monitoring plan (5).

ED also seeks to diversify the Dissemination Process projects that are funded.

- State facilitator projects: a) plan of operation (15 points); b) quality of key personnel (20); c) budget and cost effectiveness (5); d) evaluation plan (10); e) adequacy of resources (5); f) consultation during application with SEAs, LEAs, IHEs, nonprofit private schools and other educational service providers in the state (5); g) consultation and participation during project

with the groups listed above (5); h) monitoring plan (15); i) effective dissemination strategies (10); and j) provision of information about other programs (10).

- Private School Facilitator projects: a) plan of operation (15 points); b) quality of key personnel (10); c) budget and cost effectiveness (10); d) evaluation plan (10); e) adequacy of resources (5); f) consultation during application with SEAs, LEAs, IHEs, nonprofit private schools and other educational service providers in the state (5); g) consultation and participation during project with the groups listed above (5); h) previous experience (20); i) effective dissemination strategies (10); and j) provision of information about other programs.

AWARD INFORMATION

Funding: Annual funding for NDN has increased slightly in recent years, from \$10.24 million in FY 1986 to \$11.07 in FY 1989. This represents a cut in real spending power after allowing for inflation. President Bush requested \$11.20 million for the program in FY 1990, a 1.2 percent increase -- again not enough to keep pace with the projected rate of inflation. In July 1989 the House approved that request when it passed its FY 1990 education appropriations bill. At press time, the Senate had not completed work on its version of the FY 1990 education spending bill.

Range of Awards/Project Duration: Each year, ED uses the majority of available funds to make continuation awards to current grantees, whose projects may last for up to four years. The remaining funds go to awards for new grantees.

In FY 1989, ED estimated it would use \$1.38 million to make 25 new Developer Demonstrator awards, ranging from \$50,000 to \$60,000 per year. The department also estimated it would make just one new Dissemination Process award ranging from \$75,000 to \$100,000 per year.

New FY 1989 State Facilitator awards were made only to the territories, with awards ranging from \$50,000 to \$75,000 per year. In FY 1988, new State Facilitator awards were made, one to an entity in each state, with awards ranging from \$40,000 to \$200,000. The one Private School Facilitator grantee was given a four year award in FY 1987; ED plans to make a new award in this category in FY 1991.

INFORMATION CONTACT

Headquarters: Linda Jones, Program Officer, Recognition Division, U. S. Department of Education, 555 New Jersey Avenue NW, Room 510, Washington, D. C. 20808. Telephone: (202) 357-6134.

PROGRAM: HANDICAPPED PRESCHOOL GRANTS

PURPOSE: To help states deliver special education and related services to handicapped children from three to five years of age, inclusive.

DEADLINE: States submitted a two-year application covering the period FY 1988-89. In FY 1990 (FY 1991 if Congress does not appropriate a specified amount of funds), states must submit a new application which will be annually extended until the state next submits its three-year application for the basic EHA Part B grant program. From that point on, the preschool application will be coordinated with the basic Part B application. Local agencies apply to states according to state-established deadlines.

KEY FACTS

Eligibility: State educational agencies (SEAs) receive formula funds based on their eligible populations of handicapped children and pass on a portion of these funds to local educational agencies (LEAs) and intermediate educational units (IEUs).

Grantees may contract with other public and private programs, agencies, and service providers to provide the full range of services required by the law.

All handicapped children aged 3-5 inclusive are eligible for services.

Allowable Activities: The Preschool Grants program provides formula grants to induce states to provide special education and other support services to handicapped children aged 3-5 inclusive who are not currently served under the basic handicapped education law (Part B, Section 611 of P.L. 94-142). The program was enacted as part of the Education of the Handicapped Amendments of 1986 (P.L. 99-457) and replaces the former Preschool Incentive Grants program.

The 1986 law and the regulations based upon it require states to guarantee that all handicapped children aged three to five inclusive will be served by school year 1990-91 (1991-92, if Congress does not appropriate a specified amount of funds for the program). States that cannot meet this requirement by the deadline will lose their funds under this program, funds received under the regular handicapped education state program (see preceding program description), funds received under discretionary programs for such children, and the Chapter 1 state agency program for the handicapped. To help states bear the cost of educating these children, the statute specifies that each state will receive

a set amount annually for each 3-5 year-old handicapped child that it currently serves, with a special one-year grant for each additional child brought into the program during the initial three-year phase-in period. (However, if Congress fails to appropriate enough money to provide the full amount per child, the grants will be adjusted downward proportionately).

Following are the grant amounts specified by statute, with the amounts actually provided in FY 1987. For FY 1987 (1987-88 school year) ED reimbursed states \$300 per child for each handicapped pre-schooler currently served; this was the full amount specified by statute. The authorized amount rose to \$400 in FY 1988 (school year 1988-89), and to \$500 in FY 1989 (school year 1989-90). During this same three-year phase-in period, for every new pre-schooler served (the total number served minus those served in the previous year), ED will award the relevant state a one-year grant of up to \$3,800 (appropriations were only sufficient to provide \$3,269 in FY 1987) to help pay the cost of expanding services for the additional children. After the three-year phase-in period, all 3-5 year old children served will generate \$1,000 per year per child.

Unless Congress appropriates at least \$306 million in FY 1990, which would require a \$59 million jump in funding, states will have an additional year to achieve full compliance with the requirement that all preschoolers be served. In this event, the grant for FY 1990 will be \$500 per child currently served.

Of each state's grant, at least 75 percent must be passed on to local and intermediate educational agencies according to their relative populations of preschoolers served. These agencies must use their grants to provide special education and other support services to preschoolers under essentially the same terms and conditions applicable under the basic Part B state program for education of the handicapped. Two or more local or intermediate educational agencies may consolidate their programs if neither alone could operate a program of sufficient size or scope to adequately meet the needs of their handicapped 3-5 year-old children.

States may use up to five percent of the grant for administration. States may use the rest of the funds (up to 20 percent of the total grant) for planning and development of a comprehensive delivery system for the provision of special education and related services for handicapped children from birth to age 5 and for direct and supportive services for handicapped children aged 3 to 5.

Restrictions: To the extent consistent with their number and location in the state, SEAs must ensure that handicapped children in private schools have the opportunity to participate in special education programs funded under Part B.

Preschool services are generally defined according to the requirements, rights, and protections under the basic Part B state grant program for education of the handicapped. All the provisions and safeguards applicable to that program -- provision of Individual Education Programs (IEPs), least restrictive environment, due process protections, parental involvement, and so forth -- apply to this one as well.

GRANT-MAKING PROCESS

Administering Agency: U. S. Department of Education

Application Procedure: To be eligible for this program, states must be participating in the basic Part B state program for education of the handicapped (currently all states and territories participate) and must have on file with ED a current program plan as required under that program.

The preschool program requires a separate application, but ED intends to establish an application cycle for the program that will be fully coordinated with the basic Part B state grant program after the initial three-year phase period for the preschool program is over in FY 1990 (FY 1991, if insufficient funds are appropriated).

For FY 1988-89, states were required to submit a two-year application. Beginning in FY 1990 (if Congress appropriates a specified amount of funds), states will submit a new preschool application; this application will be extended from year-to-year until the state is next scheduled to submit its three-year basic Part B plan. From then on, the state will submit its pre-school grants application on the same three-year cycle as the basic Part B plan.

If Congress does not appropriate the minimum amount of funding called for in the statute, the initial two year state plan for FY 1988-89 will be extended in FY 1990, and the subsequent new plan will not be required until FY 1991.

Local and intermediate educational agencies apply to the state for funds under the program.

Selection Criteria: States that submit applications meeting program requirements will receive formula funds.

INFORMATION CONTACT

State: Special education coordinator, state education agency.

Headquarters: Nancy Treusch, Preschool Grants Coordinator, Division of Educational Services, Office of Special Education Programs, U. S. Department of Education, 400 Maryland Avenue SW, Room 4615 Switzer Building, Washington, D. C. 20202. Telephone: (202) 732-1097.

SCHOOL DISTRICT FINDS UNIQUE WAYS TO RAISE CASH

In times of budget cuts, stiff competition for scarce funds and increased service demands, it is encouraging to see a local program with successful fundraising ideas.

In Elk Point, S. D., administrators have found some unique ways to raise funds for special education programs in the public school system, as well as successfully compete for grants.

Although Elk Point is a small district, it offers its students some unique educational experiences. For example, the district has a pilot distance education project which includes learning about computer assisted drafting and provides a link to Juarez, Mexico for a Spanish II class. The district also participates in the Foxfire project for experimental education and the QUEST International Middle School Curriculum on drug and alcohol abuse.

In addition, Elk Point sponsors annual student trips to Washington, D. C., and teacher/student trips to Russia as part of a government exchange study program.

To pay for the first group of students' trip to Russia, the district sold chances statewide on winning a hog. Citibank and McDonald's helped pay for advertising and printing. To cover the cost for the first group of students to go to Washington, D. C., the district sent letters to every local business asking for a small contribution. Through this method, the district raised more money than was needed to send the four students to the nation's capital.

In addition to locally-initiated programs, the district has been very successful in winning competitive grants. In the past several years, the district has applied for 86 grants; 78 percent of the applications were successful.

Dennis Jensen, Superintendent of the Elk Point Public Schools, told EFN that the main reason his district has been so successful at competing for grants is that there is little competition from other small school districts, especially the unique grants.

"They (other districts) just don't take the time to look, to follow through, to make a phone call, and they are losing those opportunities," Jensen said.

"Large schools have grant writers, but many small school officials have other things to do; other priorities," he continued. "I spend 25 to 40 percent of my day as a superintendent following up on grants."

Jensen said he and his staff continually review journals, professional publications and other materials for possible funding sources. He added that the whole school system staff contributes to the realm of innovative funding ideas with his office following up on each of the suggestions.

Elk Point district serves 500 students grades prekindergarten through twelfth grade. The community (population 1,661) is supported mainly through agricultural activities, with a small, but developing industrial base.

FY 1990 EDUCATION APPROPRIATIONS

The following is a listing of ED appropriations for fiscal 1990. The final figures include the 1.2 percent cut mandated by the budget reconciliation package. It should be noted, however, that at press time, these figures were not considered final by ED since the budget reconciliation package had yet to be signed.

DEPARTMENT OF EDUCATION
FY 1990 APPROPRIATIONS
(in thousands of dollars)

PROGRAM	FY 1990 APPROPRIATION	SEQUESTER (1.2%)	FINAL APPROPRIATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION			
<u>Compensatory Education (Chapter 1)</u>			
LEA Basic Grants	\$4,427,250	54,104	4,373,146
Concentration Grants	400,000	4,888	395,112
Capital Expenses	26,000	318	25,682
Even Start	24,500	299	24,201
SEA Migrant	285,938	3,494	282,444
SEA Handicapped	148,200	1,811	146,389
SEA Neglected, Delinquent	33,197	406	32,791
State Administration	50,797	621	50,176
State Program Improvement	12,699	155	12,544
Evaluation, Tech. Asst.	12,000	147	11,853
Rural Tech. Asst. Centers	4,500	55	4,445
Migrant High School			
Equivalency	7,955	97	7,858
Migrant College Assistance	1,741	21	1,720
Impact Aid, Total	732,352	0	732,352
<u>School Improvement Programs</u>			
Chapter 2 State Block Grants	461,477	5,760	455,717
Chapter 2 National Programs	31,084	388	30,696
Drug-Free Schools State Grants	466,685	5,825	460,860
Drug-Free Teacher Training	14,738	184	14,554
Drug-Free National Programs	63,630	794	62,836
Math & Science State Grants	128,440	1,603	126,837
Math & Science National Pro-grams	8,892	111	8,781
FIRST -- Schools & Teachers	3,964	49	3,915
FIRST -- Family-School Partnerships	4,500	57	4,443

PROGRAM	FY 1990 APPROPRIATION	SEQUESTER (1.2%)	FINAL APPROPRIATION
Territorial Teachers Training	1,784	22	1,762
Leadership in Educational Administration	3,894	49	3,845
Christa McAuliffe Fellowships	1,956	24	1,932
Magnet Schools	114,620	1,431	113,189
Fund for Innovation in Education	19,178	239	18,939
Javits Gifted & Talented	9,000	112	8,888
Homeless Education, State	4,998	63	4,935
Homeless Exemplary Programs	2,500	31	2,469
Women's Educational Equity	2,125	27	2,098
Training and Advisory Services	21,722	271	21,451
Dropout Prevention Demonstrations	0	0	0
Secondary Basic Skills	5,000	62	4,938
Business Education Partnerships	3,750	47	3,703
Asst. to Virgin Islands	4,446	55	4,391
Ellender Fellowships	3,750	47	3,703
Follow Through	7,262	91	7,171
Star Schools	15,000	187	14,813
Native Hawaiian Education Act	6,500	81	6,419

OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGE AFFAIRS

Bilingual, Migrant and Refugee Education

Bilingual, Local Schools	115,779	0	115,779
Bilingual Support Services	10,838	0	10,838
Bilingual Training Grants	31,913	0	31,913
Immigrant Education	30,144	0	30,144
Refugee Education	0	0	0

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

Education for the Handicapped

Basic State Grants	1,564,017	21,407	1,542,610
Preschool State Grants	255,000	3,490	251,510
Infants and Families	80,624	1,104	79,520

Special Purpose Funds

Deaf-Blind	14,757	202	14,555
Severely Handicapped	5,900	81	5,819
Early Childhood Education	24,096	330	23,766

PROGRAM	FY 1990 APPROPRIATION	SEQUESTER (1.2%)	FINAL APPROPRIATION
Secondary, Transitional Services	8,100	111	7,989
Postsecondary Programs	6,600	90	6,510
Innovation and Development	20,100	275	19,825
Media, Captioning Services	15,403	211	15,192
Special Education Technology	5,500	75	5,425
Special Studies	3,594	49	3,545
Personnel Development	71,985	985	71,000
Information Clearinghouses	1,500	21	1,479
Regional Resource Centers	6,600	90	6,510
<u>Rehabilitation Services and Handicapped Research</u>			
Voc. Rehab. State Grants	1,500,000	21,502	1,528,498
Supported Employment, State	27,976	346	27,630
Client Assistance	8,000	99	7,901
Special Demonstrations	32,674	405	32,269
Supported Employment	10,000	124	9,876
Model Transition	0	0	0
Recreational Programs	2,620	32	2,588
Migratory Workers	1,100	14	1,086
Projects With Industry	19,000	235	18,765
Helen Keller National Center	5,000	62	4,938
State Independent Living	13,100	162	12,938
Independent Living Centers	27,000	334	26,666
Older Blind Services	5,900	73	5,827
Rehab. Training	31,500	390	31,110
National Institute on Disability & Rehab. Research	55,000	682	54,318
Technology Assistance	15,000	186	14,814
Evaluation	1,000	12	988
Special Institutions for the Handicapped	110,893	1,517	109,376

OFFICE OF VOCATIONAL AND ADULT EDUCATION

Vocational Education

Basic Grants	862,535	11,775	850,760
Community-Based Organizations	11,000	150	10,850
Consumer Education	34,650	473	34,177
State Councils	8,052	110	7,942
National Programs	23,333	319	23,014
Bilingual Training	3,000	41	2,959

Adult Education

Adult Education State Grants	160,000	2,184	157,816
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PROGRAM	FY 1990 APPROPRIATION	SEQUESTER (1.2%)	FINAL APPROPRIATION
Adult Education National Programs	2,000	27	1,973
Homeless Literacy Training	10,000	137	9,863
Workplace Literacy	20,000	273	19,727
English Literacy	5,978	81	5,889
OFFICE OF POSTSECONDARY EDUCATION			
<u>Student Financial Aid</u>			
Pell Grants	4,454,000	66,522	4,387,478
SEOG	465,000	6,350	458,650
Work Study	610,097	8,332	601,765
Income Contingent Loans	10,000	137	9,863
Perkins Loans, Capital	137,000	1,871	135,129
Perkins Loan, Cancellations	22,000	300	21,700
State Incentive Grants	60,000	819	59,181
<u>Guaranteed Student Loans</u> (interest subsidies/ defaults)	3,826,314	12,482	3,813,832
<u>Aid For Institutional Development</u>			
Strengthening Developing Schools	84,000	1,089	82,911
Historically Black Colleges	85,000	1,102	83,898
Historically Black Graduate Schools	11,619	151	11,468
Endowment Grants	18,128	235	17,893
<u>Program Development</u>			
FIPSE	11,856	154	11,702
Minority Science Improvement	5,487	71	5,416
Innovative Community Service	1,500	19	1,481
International Education	40,317	523	39,794
Cooperative Education	13,622	177	13,445
Law School Clinical Experience	5,000	65	4,935
Student Literacy Corps	5,108	66	5,042
Academic Facilities	22,744	295	22,449
Assistance to Guam	500	6	494
Taft Institute	0	0	0
Urban Education Foundation	0	0	0
Margaret Chase Smith Library	2,500	32	2,468
TRIO	245,000	3,178	241,822
Veterans' Outreach	2,838	37	2,801
Legal Training for the Disadvantaged	2,500	32	2,468

PROGRAM	FY 1990 APPROPRIATION	SEQUESTER (1.2%)	FINAL APPROPRIATION
Mid-Career Teacher Training	1,000	13	987
School, University Partnerships	3,000	39	2,961
<u>Scholarships and Fellowships</u>			
Byrd Scholarships	8,740	113	8,627
Douglas Teacher Scholarships	15,118	196	14,922
Harris Graduate Fellowships	16,245	211	16,034
Harris Public Service Fellowship	3,320	43	3,277
Javits Fellowships	8,000	104	7,896
Minority Participation	3,594	47	3,547
Graduate Assistance in Areas of National Need	16,000	207	15,793
Howard University	182,446	0	182,446
College Housing/Facilities Loans	35,129	0	35,129

OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

Education Research	56,055	660	55,395
Statistics	25,320	298	25,022
National Assessment of Educational Progress	15,000	176	14,824

OTHER DEPARTMENT ACTIVITIES

<u>Libraries</u>			
Services	82,505	0	82,505
Construction	18,900	0	18,900
Interlibrary Cooperation	19,551	0	19,551
Training and Demonstration	855	0	855
Research Libraries	5,738	0	5,738
Library Literacy Programs	5,365	0	5,365
College Library Technology	3,732	0	3,732
Departmental Management	345,505	4,520	340,985

TOTAL: EDUCATION DEPARTMENT	\$22,706,836	\$24,153,175
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NEW PROGRAMS FUNDED IN FY 1990 APPROPRIATION

Now that Congress has finally managed to pass an FY 1990 spending bill for the Education Department (P. L. 101-274), there will be new funding for several new programs such as business education and secondary basic skills. All of these programs, funded for the first time in FY 1990, will soon be open for new competition.

Since these are all new initiatives, ED has yet to issue final regulations on them, detailing any funding priorities or special instructions for the year. A spokesperson for the department said it is still unclear even which office will be administering some of the new efforts, but a decision on that is expected soon. Any further announcements concerning these programs, including deadlines for applications and program regulations, will be listed in the Federal Register.

The largest new program that will be funded under the FY 1990 ED appropriations bill is the Secondary Schools Basic Skills Instruction program, designed to help LEAs with high concentrations of low-income, low-achieving students bring those students up to an expected performance level. Under the newly-signed spending bill, this program will be funded \$5 million in FY 1990.

Services under this initiative will be similar to those offered to Chapter 1 compensatory education students: basic reading, writing and mathematical skills and other activities to bring the secondary students up to grade-level proficiency.

Funds may be used for a variety of activities including planning projects, implementing plans, improving existing programs, training teachers, recruiting students, informing parents and the community, and other outreach and dropout prevention services.

Unlike most federal education programs, there is no required local match for this program. The only special requirement grantees must meet is allowing full participation by private school children.

For more information, contact Brian Stacey, telephone: (202) 732-4733.

Business-Education Partnerships

While the Business-Education Partnerships program is slightly smaller than the Secondary Basic Skills program, it is open to a wider variety of applicants.

SEAs, LEAs, institutions of higher education and other nonprofit groups are all eligible to compete for approximately \$3.75 million in FY 1990 grants.

The program encourages and supports cooperative relationships between educational institutions and community businesses. Students benefit from these partnerships by gaining practical work experience and information on job-related activities.

The partnerships may involve activities such as academic internships for students, teacher training, using business leaders as tutors and mentors, career counseling and workshops, and meetings between students, business leaders and teachers.

This is a demonstration project and grantees must agree to disseminate information regarding their model programs. In the first year of the project, grantees must provide a 10 percent match, with matching requirements rising each of the following three years.

For information, contact ED's public affairs office, telephone: (202) 732-4576.

Mid-Career Teacher Training

The final new program is aimed at recruiting and training individuals who wish to make a career move into the teaching profession.

Funds will be given to post-secondary institutions working under a cooperative agreement with the LEA or SEA to help them establish teacher training program for persons who are currently working in other fields. The authorizing legislation calls for two-year planning grants, with two-year implementation grants to be awarded if funds are available in following years.

Details on the program, which will be funded \$1 million in FY 1990, are very sketchy. ED still must develop regulations and procedures for implementing the new program.

For more information, contact, ED's public affairs office, telephone: (202) 732-4576.

PUBLICATIONS OF INTEREST

Federal District Court Decision: Rudy A. Pulido v. Lauro F. Cavazos, Secretary of the U. S. Department of Education -- 47 pages. This court decision addresses four issues surrounding equitable services for private school children: whether the bypass authority of the secretary is constitutional; whether the method of allocating the cost of the bypass and the costs incurred because of the Felton decision violate the First Amendment's prohibition against the establishment of religion; whether the use of mobile classrooms on parochial school property violates the First Amendment's establishment clause; and whether the placement of mobile units on public property located near parochial schools violates the establishment clause. (\$25.00) Doc. #EO-01.

Child Care: Government Funding Sources, Coordination, and Service Availability -- 38 pages. In this study, GAO looks at what federal programs are available to help support child care services, as well as how those services are being coordinated at the state and local levels and the availability of local services. (\$10.00) DOC #GA-HRD-90-26 BR.

Supplemental Student Loans: Who Borrows and Who Defaults -- 24 pages. This study contains information on the Supplemental Student Loan program, with special emphasis on the volume of loans made to trade school students and the number of loans made to college freshmen, as opposed to upperclassmen. (\$10.00) Doc. #GA-HRD-90-33FS.

Department of Education: Management of the Office of Special Education and Rehabilitative Services -- 112 pages. This is a study of ED's Office of Special Education and Rehabilitative Services (OSERS) programs and activities. It summarizes and expands on survey results of OSERS managers and senior staff regarding key management activity. (\$10.00) Doc. #GA-HRD-90-21BR.

School Lunch Program: Buy American Procedures at Commodity Schools -- 21 pages. This study, conducted by the GAO, looks at how school districts are complying with the Buy American provisions of the Commodity Distribution Reform Act. (\$10.00) Doc. #GA-RCED-89-218.

Making Sense of School Budgets -- 52 pages. This booklet, produced by the Education Department, is designed to help the public understand and have influence in the preparation and implementation of local school budgets. (\$10.00) Doc. #E9-073.

Education Reform: Initial Efforts in Four School Districts -- 68 pages. In this report, GAO looks at the effects of reform efforts on academic achievement, dropout rates and enrollment patterns of educationally disadvantaged secondary students. (\$10.00) Doc. #GA-PEMD-89-28.

Compensatory Education: Aguilar v. Felton Decision's Continuing Impact on Chapter 1 Program -- 48 pages. This GAO study takes a look at the current operations of Chapter 1 programs and how they have been affected by the landmark Felton decision. Covered topics include how much school districts have spent in complying with the decision, the number of private school children participating in the program and the feelings of public and private school officials regarding new instructional methods and program quality. (\$10.00) Doc. #GA-HRD-89-131BR.

Job Training Partnership Act: Information on Training, Placements, and Wages of Male and Female Participants -- 20 pages. In a recent study, GAO gathered information on the types of training and job placement for males and females participating in the Job Training Partnership Act program. (\$10.00) Doc. #GA-HRD-89-152FS.

Effective Schools Program: Their Extent and Characteristics -- 60 pages. In this study, GAO surveyed more than 1,600 school district superintendents about effective programs operating in their schools during the 1987-88 school year. Information includes what type of programs were offered, how many districts offered them, what type of assistance schools had in implementing programs and how programs were evaluated. (\$10.00) Doc. #GA-HRD-89-132BR.

Student Athletes: Most Schools Meet Proposed Academic Performance Reporting Requirements -- 32 pages. GAO gathered information relating to the issue of requiring postsecondary institutions to report relevant student athlete academic information to the federal government. (\$10.00) Doc. #GA-HRD-89-157BR.

Early Childhood Education: Information on Costs and Services at High-Quality Centers -- 20 pages. GAO has issued this preliminary report containing the results of a survey of several high-quality early education centers. This fact sheet will be followed by a more comprehensive report later in the year. (\$10.00) Doc. #GA-HRD-89-130FS.

Child Care: Selected Bibliography -- 156 pages. This document is a selected list of publications and citations covering all aspects of child care. The list was compiled by the General Accounting Office using a variety of computer and network resources. (\$10.00) Doc. #GA-HRD-89-98FS.

Head Start: Information on Sponsoring Organizations and Center Facilities -- 14 pages. This brief GAO fact sheet provides information on public and private organizations that operate local Head Start programs and the kinds of facilities these programs use. (\$10.00) Doc. #GA-HRD-89-123FS.

Final Report: Summary of Findings and Recommendations -- 170 pages. This report is a summary of the five-year study by the National Assessment of Vocational Education. It includes an overview of the current vocational education system and recommendations for federal, state and local reform policies. (\$35.00) Doc. #E9-072.

National Drug Control Strategy -- 136 pages. The President's national drug control strategy was unveiled during a national televised speech from the White House. This document outlines Bush's plan to combat drugs during the 1990's. (\$12.00) Doc. #G9-022.

Funding Opportunities in the Anti-Drug Abuse Act -- 167 pages, plus an additional 110 pages of the text of the law. This detailed and comprehensive book outlines all funding opportunities for the billions of dollars of anti-drug programs currently available to state and local governments, nonprofit organizations and for-profit institutions. This book contains easy-to-understand analysis of all treatment and rehabilitation programs, law enforcement programs, education and prevention programs and other special programs and grant requirements. Some of the provisions of the book include: Alcohol, Drug Abuse and Mental Health grants; community prevention and demonstration projects; state and local law enforcement grants; and drug-free workplace regulations. (\$88.95) Doc. #G9-021.

Job Training Partnership Act: Services and Outcomes for Participants with Differing Needs -- 106 pages. This GAO report analyzes data on how and what type of services are provided to participants with different needs. (\$10.00) Doc. #GA-HRD-89-52.

Vocational Education: Opportunity to Prepare for the Future -- 75 pages. In this report, GAO looks at the operation and availability of services provided by the Carl D. Perkins Vocational Education Act. (\$10.00) Doc. #GA-HRD-89-55.

Training Programs: Information on Fiscal Years 1989 and 1990 Appropriations -- 36 pages. This report, compiled by GAO, looks at the funding for federal training programs operated by the departments of Education and Labor. (\$10.00) Doc. #GA-HRD-89-71FS.

Choosing a School for Your Child -- 36 pages. Prepared by the Education Department, this booklet outlines the questions and considerations that should be considered when parents choose a school for their child. (\$10.00) Doc. #E9-071.

Chapter 1 Program for Local Education Agencies: Final Regulations -- 58 pages. This Federal Register notice contains the Education Department's final regulations for the Chapter 1 program of assistance for educationally deprived children, as authorized by the Hawkins-Stafford School Improvement Amendments (\$28.00) Doc. #F9-0519-21752-58.

Congressional Testimony of John Wirt, Director of the National Assessment of Vocational Education -- 21 pages. This is the director's testimony before the House Education and Labor Committee, March 7, 1989. (\$15.00) Doc. #E9-067.

Testimony of Labor Secretary Elizabeth Dole -- 13 pages. This is the testimony of Secretary Dole before the Senate Subcommittee on Employment and Productivity. Dole's discussion focuses on problems facing the American workforce and possible solutions proposed by the department. (\$10.00) Doc. #E9-068.

Becoming a Nation of Readers: What Principals Can Do -- 31 pages. Prepared by the Education Department, this booklet contains the findings of the Reading Commission's survey, describing effective actions that may be taken by school principals. (\$18.00) Doc. #E9-069.

No Gift Wasted: Effective Strategies for Educating Highly Able, Disadvantaged Students in Mathematics and Science; Executive Summary -- 9 pages. This report summarizes the study which documents nine exemplary programs for educating disadvantaged students in math and science skills. (\$7.50) Doc. #E9-070.

Drug-Free Workplace Requirements -- 22 pages. This Federal Register notice details the requirements that federal grantees must meet to certify that they are operating a drug-free work environment. (\$16.00) Doc. #F9-0131-4947-20. Federal Register correction (Included in price) Doc. #F9-0209-6363-2.

Minority Student Issues: Racial/Ethnic Data Collected by the National Center for Education Statistics Since 1969 -- 55 pages. This report describes six minority student issues and relevant data collected by the National Center for Education Statistics. (\$12.50) Doc. #E9-054.

Federal Education Funding: Present Realities and Future Needs -- 60 pages. This report, with 53 pages of tables about different facets of education funding for FY 1989 vs. past years, and projections for FYs 1990 and 1991, gives a comprehensive look at funding needs for education. The five-page preface tells of the future needs of education funding. (\$12.50) Doc. #E9-047.

Working Capital: JTPA Investments for the 1990's -- 36 pages. This report assesses the five years of the Job Training Partnership Act through the 38-member JTPA Advisory Committee, which sifted through 2,000 pages of comments and suggestions for changes from counselors, executives and state and local officials, and makes recommendations for changes to the program. (\$10.00) Doc. #E9-046.

Meeting the Needs of Infants and Toddlers With Handicaps: Federal Resources, Services and Coordination Efforts in the Departments of Education and Health and Human Services -- 105 pages. This report outlines an interagency agenda to provide national leadership to improve early intervention services that enhance development and minimize the later dependence of infants and toddlers with handicaps and describes the federal commitment to these services. (\$20.00) Doc. #E0-043.

Striving for School Effectiveness in Indian Education: FY 1987 Report to Congress -- 61 pages. This is the National Advisory for Indian Education's (NACIE) annual report to Congress. The report summarizes NACIE activities, analyzes Indian Education programs and legislation and makes recommendations to Congress. (\$10.00) Doc. #E9-036.

Digest of Education Statistics: 1988 -- 434 pages. This digest provides a compilation of statistical information covering the broad field of American education from kindergarten through graduate school. (\$36.00) Doc. #E9-041.

AIDS Education: Activities Aimed at the General Public Implemented Slowly -- 22 pages. This GAO study looks at the administration's policy of AIDS education and the delays in implementing an effective national program. (\$10.00) Doc. #GA/HRD-89-21.

1989 Education Indicators -- 386 pages. This report, a companion piece to the 1989 Condition of Education Report, presents technical data and selected statistical information in the form of education indicators (key data that measure the health of education or its trends). (\$32.00) Doc. #E8-023.

The Do-able Dozen -- 88 pages. This book, published by the National Community Education Association, provides a checklist of practical ideas for fostering business/education partnerships. (\$15.00) Doc. #E7-127.

Educational Progress of Minority Language Children: Findings from the NAEP 1985-86 Special Study -- 225 pages. This report summarizes the results of a 1985-86 survey done by the National Assessment of Educational Programs on the progress of limited English speaking students. (\$15.00) Doc. #E9-048.

Reaching for Excellence: An Effective Schools Sourcebook -- 245 pages. This publication is a result of research conducted by the National Institute of Education on schools in urban areas where children from low-income families are performing well. In the book, researchers describe characteristics that differentiate these schools from their less productive counterparts. (\$19.00) Doc. #E9-049.

The Search for Successful Secondary Schools: The First Three Years of the Secondary School Recognition Program -- 170 pages. This report describes a number of secondary schools which have been successful in reforming and improving their school and educational system. (\$17.00) Doc. #E9-050.

Summer Youth Jobs Program: Congressional Action Has Increased Emphasis on Remedial Education -- 94 pages. The GAO provides a description of remedial education in the 1987 Summer Youth Employment and Training Program, funded under the Job Training Partnership Act, specifically discussing how local programs implemented the requirement that youth be provided with remediation as part of the program. (\$10.00) Doc. #GA-HRD-88-118.

Experiences in School Improvement: The Story of 16 American Districts -- 79 pages. A study by the Department of Education that looks at present reform movements in 16 school districts across the country. Includes comments from superintendents and administrators in the districts. (\$15.00) Doc. #E8-017.

Youth Indicators 1988: Trends in the Well-Being of American Youth -- 135 pages. A study by the Office of Educational Research and Improvement that looks at statistics relating to the welfare of youth and the context of their education. (\$20.00) Doc. #E8-019.

Becoming a Nation of Readers: What Parents Can Do - 32 pages. A study by the Office of Educational Research and Improvement summarizing the recommendations of scholars and authorities about the role of parents in teaching their children to read. (\$5.00) Doc. #E8-014.

Science Education Programs That Work -- 20 pages. An Office of Educational Research and Improvement report offering a collection of proven exemplary science education programs entered in the National Diffusion Network. (\$7.50) Doc. E8-008.

100 Commonly Asked Questions About the New AHERA Asbestos-In-Schools Rule -- 61 pages. An Environmental Protection Agency report giving answers to a collection of the most commonly asked questions regarding compliance with the Asbestos Hazard Emergency Response Act of 1986. (\$12.50) Doc. #e8-009.

Drug Abuse Prevention: Further Efforts Needed to Identify Programs That Work -- 62 pages. This General Accounting Office report discusses how the federal government provides leadership and coordination for drug abuse prevention and education activities, with recommendations for Congress. (\$10.00) Doc. #GA-HRD-88-26.

Dealing with Dropouts: The Urban Superintendents' Call to Action -- 75 pages. A report by the Education Department's Office of Educational Research and Improvement and the Urban Superintendents Network describing the dropout problem and outlining six strategies of improving the situation. (\$7.00) Doc. #E8-001.

Magnet Schools: Information on the Grant Award Process -- 29 pages. A General Accounting Office report providing information on the Education Department's grant award process for the Magnet Schools Assistance Program (\$10.00) Doc. #GA-HRD-88-20BR.

The Current Operation of the Chapter 1 Program -- 283 pages. The third and final report to Congress of the National Assessment of Chapter 1, which provides a snapshot of the current operation of the program and suggestions for its improvement. (\$28.00) Doc. #E7-138.

Check This Out: Library Program Models -- 319 pages. An Education Department booklet outlining 62 exemplary library and media center programs serving schools in 28 states. (\$30.00) Doc. #E7-133.

School Dropouts: Survey of Local Programs -- 88 pages. A General Accounting Office report identifying approaches being used to overcome or prevent the school dropout problem, based on a national survey of local dropout prevention programs. (\$10.00) Doc. #GA-HRD-87-108.

The Nation's Report Card: Improving the Assessment of Student Achievement -- 76 pages. This report, compiled by a study group consisting of the nation's governors and reviewed by the National Academy of Education, examines how students' knowledge and potential can be assessed and how current methods of assessment can be improved. (\$16.00) Doc. #E7-0121.

Bilingual Education: A New Look at the Research Evidence -- 77 pages. A General Accounting Office report on different methods of instructing limited-English-proficient children. (\$10.00) Doc. #GA-PEMD-87-12BR.

What Works: Schools That Work -- 80 pages. An Education Department report highlighting model programs for educating disadvantaged children at 23 elementary and secondary schools across the country, and making recommendations for conducting new programs. (\$10.00) Doc. #E7-131.

Housing and Urban Development Secretary Jack Kemp addresses the major points of the new HOPE initiative, giving details of the program and discussing the need for such a program and includes an important 7-page fact sheet from the White House on the nature of HOPE grants, who they target and how much will be spent on each aspect. (\$12.00) Doc. #G0-035.

Remarks by President Bush and Press Briefing by Jack Kemp on the New HOPE Initiative -- 14 pages. President Bush addresses the National Association of Realtors in Dallas as he first introduces the HOPE initiative to the public, and Housing and Urban Development Secretary Jack Kemp talks to the press about the new program to bring homeownership to low-income families. (\$10.00) Doc. #G9-034.

Rural Bridges: An Assessment Based Upon the National Bridge Inventory -- 26 pages. This analysis focuses on the need for repair and maintenance of the nation's rural highway bridges, providing both text and charts to indicate state-by-state needs. (\$10.00) Doc. #G9-033.

The Status of the Nation's Bridges and Highways: Conditions and Performance, 1989 -- This major report, released annually, compiles data on the status of the highways and bridges around the nation. Congress frequently consults this publication for information regarding infrastructure need and spending, including the ominous figure that the cost to replace or repair all deficient bridges in the United States would cost \$93 billion, an amount far in excess of highway spending. (\$12.00) Doc. #G9-032.

County and City Data Book - 964 pages. This book, a perennial best-seller under Publications of Interest, features data on population, households, statistics, health, social welfare programs, education, income, business and industry, and government finances and employment. (\$67.00) Doc. #GA-HRD-89-129BR.

Welfare Reform: Alabama's Demonstration Project -- 44 pages. This report analyzes and provides information about characteristics of Alabama's proposed welfare reform demonstration project called Avenues to Self-Sufficiency Through Employment and Training Services (ASSETS). (\$10.00) Doc. #GA-HRD-89-129BR.

Food Assistance Programs: Nutritional Adequacy of Primary Food Programs on Four Indian Reservations -- 68 pages. This report responds to concerns of the effectiveness of public and private programs in alleviating hunger and promoting nutritional welfare of residents on Indian reservations. (\$10.00) Doc. #GA-RCED-89-177.

Homelessness: Additional Information on the Interagency Council on the Homeless -- 19 pages. This report contains three studies on homelessness discussed in the council's annual report, the council's publication and conference transcript contracts, regional coordinators' quarterly reports, the McKinney Act 90-day reporting requirement and the council's computerized data base and E-mail system. (\$10.00) Doc. #GA-RCED-89-208FS.

Disaster Preparedness and Assistance Package -- 20 pages. This comprehensive package includes FEMA's plan for response to catastrophic earthquakes, how the federal government assembles its Catastrophic Disaster Response Group, responses taken by the federal government to send aid to California Quake victims and other valuable information for state and local governments that plan ahead for disasters. (\$12.00) Doc. #G9-030.

Reigniting Economic Growth -- 8 pages. This speech, by Democratic Representative of Missouri and former presidential contender Richard Gephardt, declares Reaganomics and the Supply Side economics of the past nine years dead, calls upon the American people to re-evaluate their status as a world economic power and concludes with the plea to counter the current politics of instant gratification for an investment of the future by breaking the cycle of a stagnant economy. (\$10.00) Doc. #G9-029.

Importance of Small Railroads to Agriculture and Rural America -- 7 pages. This concise report outlines the need for governments -- federal, state, and local -- to insure the availability of railroads for rural areas, particularly because of the economic impact they have on rural America. (\$10.00) Doc. #G9-027.

Secretary Jack Kemp's Proposal for the Reform of the Department of Housing and Urban Development -- 45 pages. This package, which includes the secretary's statement, is the final proposal to reform the Department of Housing and Urban Development, including sweeping changes to the Federal Housing Administration, management reforms to numerous programs and other changes which will ultimately require independent audits, redirection of funds and the elimination of certain programs. (\$24.00) Doc. #G9-026.

Foster Care: Delayed Follow-Up of Noncomplying States May Reduce Incentive for Reform -- 7 pages. This report contains a review conducted by the Senate Labor and Human Resources Subcommittee on Children, Family, Drugs, and Alcoholism, and the House Select Committee on Children, Youth, and Families, for the foster care reforms required for states' receipt of additional funds under the Child Welfare Services grants programs. (\$10.00) Doc. #GA-PEMD-89-16.

Farmers Home Administration: Implications of the Shift from Direct to Guaranteed Farm Loans -- 106 pages. This report details the Farmers Home Administration (FmHA) progress in shifting from direct to guaranteed farm loans and the financial condition of guaranteed loan borrowers, impact of the shift on borrowers, private lenders and the government, and whether program problems contributed to losses on guaranteed loans. (\$10.00) Doc. #GA-RCED-89-86.

National Drug Control Strategy -- 136 pages. The president's national drug control strategy was unveiled during a national televised speech from the White House. This document outlines Bush's plan to combat drugs during the 1990's. (\$12.00) Doc. #G9-022.

Funding Opportunities in the Anti-Drug Abuse Act -- 167 pages, plus an additional 110 pages of the text of the law. This detailed and comprehensive book outlines all funding opportunities for the billions of dollars of anti-drug programs currently available to state and local governments, nonprofit organizations and for-profit institutions. This book contains easy-to-understand analyses of all treatment and rehabilitation programs, law enforcement programs, education and prevention programs and other special programs and grant requirements. Some of the provisions of the book include: Alcohol, Drug Abuse and Mental Health grants; and community prevention.

PRIVATE FOUNDATIONS THAT FUND EDUCATION PROJECTS

This information is a starting point in seeking funds. Organizations interested in specific foundations should contact them individually by mail. Address query letters with the contact name, followed by the name of the foundation and the address listed.

The following entries include the name of the foundation, as well as its areas of interest and giving. The areas are not necessarily listed in order of giving preference. The Types/Uses section shows the general types of support the foundation offers. The funding subheading lists the total amount of grants awarded in the most current year for which such information is available.

ARMANSON FOUNDATION --

Areas of Interest: Education, arts and humanities, medicine, health.

Types/Uses: Operating budgets, building funds, equipment, land acquisition.

Funding: \$18 million in 1986.

Contact: Lee Walcott, Vice President, 9215 Wilshire Boulevard., Beverly Hills, California 90210. Telephone: (213) 278-0770.

ALCOA FOUNDATION --

Areas of Interest: Education (principally), higher education, arts and cultural programs, health and welfare organizations, civic and community development, youth.

Types/Uses: Special projects, seed money, budgets, building, equipment, emergency funds, matching, research, general.

Funding: \$8.9 million in 1986.

Contact: Earl L. Gadbury, President, 1501 Alcoa Building, Pittsburg, Pennsylvania 15219. Telephone: (412) 553-2348.

AMOCO FOUNDATION --

Areas of Interest: Higher and pre-college education, urban programs, community organizations, energy conservation, research, arts and culture.

Types/Uses: Budgets, emergency funds, seed money, building, equipment, special projects, general.

Funding: \$22.5 million in 1986.

Contact: Bob Arganbright, Director, 200 E. Randolph Drive, Chicago, Illinois 60601. Telephone: (312) 856-6306.

ARCO FOUNDATION --

Areas of Interest: Higher and pre-collegiate education, low-income community programs, aging programs, arts and humanities, public information, environmental.

Types/Uses: Budgets, seed money, equipment, land, matching technical assistance, special projects.

Funding: \$10.3 million in 1986.

Contact: Eugene Wilson, President, 515 South Flower Street, Los Angeles, California 90071. Telephone: (213) 486-3342.

CARNEGIE CORPORATION OF NEW YORK --

Areas of Interest: Advancement and diffusion of knowledge; goals: (1) avoidance of nuclear war and improvement of U. S./Soviet relations, (2) education of all Americans, (3) child care and prevention of damage to children, (4) strengthening human resources in developing countries.

Types/Uses: Budgets, seed money, loans, research, special projects, publications, general.

Funding: \$33 million in 1987.

Contact: Dorothy Knapp, Secretary, 437 Madison Avenue, New York, New York 10022. Telephone: (212) 371-3200.

EDNA McCONNELL CLARK FOUNDATION --

Areas of Interest: (1) reducing unnecessary removal of children from troubled families, (2) improving school to work transition of disadvantaged urban youth, (3) making criminal justice system more humane, (4) research in developing world tropical diseases.

Types/Uses: Consulting, research, seed money, technical assistance.

Funding: \$14 million in 1986.

Contact: Peter D. Bell, President, 250 Park Avenue, Room 900, New York, New York 10017. Telephone: (212) 986-7050.

CLEVELAND FOUNDATION --

Areas of Interest: Education, economic development, health and social services, civic and cultural affairs in the greater Cleveland area for private tax-exempt and governmental agencies.

Types/Uses: Seed money, special projects, matching funds, renovation projects.

Funding: \$18.7 million.

Contact: Steven A. Minter, Director, 1400 Hanna Building, Cleveland, Ohio 44115. Telephone: (216) 861-3810.

COCA-COLA FOUNDATION --

Areas of Interest: School improvements, literacy programs, arts and culture, and health.

Types/Uses: Annual campaigns, matching funds, employee matching gifts, scholarship funds.

Funding: Commitment to \$50 million over the next 10 years.

Contact: Margret J. Cox, Vice President and Executive Director, 310 North Avenue, Atlanta, Georgia 30301. Telephone: (404) 676-3740.

DANFORTH FOUNDATION --

Areas of Interest: Pre-collegiate education, programs supporting legislators making policy on elementary and secondary public education.

Types/Uses: Consulting, technical assistance, special projects.

Funding: \$76 million in June 1986 - June 1987.

Contact: Gene Schwilck, President, 231 South Bemiston Avenue, St. Louis, Missouri 6310-1903. Telephone: (314) 862-6200.

DAYTON-HUDSON FOUNDATION --

Areas of Interest: Social and community action, arts.

Types/Uses: Budgets, matching, special projects, consulting, technical assistance, publications, general.

Funding: \$8.7 million in 1987.

Contact: Cynthia Mayeda, Managing Director, 777 Nicollet Mall, Minneapolis, Minnesota 55402. Telephone: (612) 370-6555.

EXXON FOUNDATION --

Areas of Interest: Higher, elementary and secondary education.

Types/Uses: Special projects, publications, budgets.

Funding: \$13.5 million in 1986.

Contact: Dr. Arnold Shore, Executive Director, Post Office Box 101, Florham Park, New Jersey 07932. Telephone: (201) 75-3004.

FORD FOUNDATION --

Areas of Interest: Experimental, demonstration and developmental efforts in the following areas of interest: (1) urban poverty and the disadvantaged, (2) rural poverty and resources, (3) human rights and social justice, (4) governance and public policy, (5) international affairs, and (6) education and culture.

Types/Uses: Consulting, matching, loans, publications, research, seed money, special projects, technical assistance, endowments, general.

Funding: \$213.5 million in grants, \$9.8 million in loans in FY 1987.

Contact: Barry Tenny, Secretary, 320 East 43rd Street, New York, New York 10017. Telephone: (212) 573-5000.

FORD MOTOR COMPANY FUND --

Areas of Interest: Education, community funds and urban affairs, hospitals, civic and cultural programs.

Types/Uses: Matching, research, equipment, publications, general.

Funding: \$10.5 million in 1986.

Contact: Leo Brennan, Jr., Executive Director, The American Road, Dearborn, Michigan 48121. Telephone: (313) 845-8711.

GANNETT FOUNDATION, INC. --

Areas of Interest: Nonprofit education, health, charitable, civic, cultural, social service institutions served by Gannett media resources. Primarily national interests are journalism-related programs, advancement of philanthropy, volunteerism and adult literacy.

Types/Uses: Budgets, emergency funds, seed money, deficit financing, building, equipment, land, special projects, publications, matching, technical assistance, general.

Funding: \$30 million in 1989.

Contact: Eugene C. Dorsey, President, Lincoln Tower, 26th Floor, Rochester, New York 14604. Telephone: (716) 262-3315.

GENERAL ELECTRIC FOUNDATION --

Areas of Interest: Higher and secondary education, community funds, arts, public issues, equal opportunity, international understanding.

Types/Uses: Publications, research, seed money, special projects, general.

Funding: \$15 million in 1987.

Contact: Paul Ostergard, President, 3135 Easton Turnpike, Fairfield, Connecticut 06431. Telephone: (203) 373-3216.

WILLIAM RANDOLPH HEARST FOUNDATION, INC. --

Areas of Interest: Poverty and minority aid, education, health, medical research, cultural programs.

Types/Uses: Research, special projects, endowments, matching, building, equipment, general.

Funding: \$5 million in 1986.

Contact: (East of the Mississippi River) Robert Frehse, Jr., Executive Director, 888 Seventh Avenue, New York, N. Y. 10106. (212) 586-5404; (West of the Mississippi River) Thomas Eastham, Vice President and Western Director, 90 New Montgomery Street, Suite 1212, San Francisco, California 94105. Telephone: (415) 543-0400.

HENRY J. KAISER FAMILY FOUNDATION --

Areas of Interest: Health and medicine, related education.

Types/Uses: Special projects, research, seed money, publications, matching.

Funding: \$8.7 million in 1986.

Contact: Barbara Kehrner, Ph.D., Vice President, Quadras, 2400 Sand Hill Road, Menlo Park, California 94025. Telephone: (415) 854-9400.

W. K. KELLOGG FOUNDATION --

Areas of Interest: Applied education, leadership development, community health and food services.

Types/Uses: Seed money, fellowships.

Funding: \$89 million in year ending August 1987.

Contact: Nancy A. Sims, Executive Assistant - Programming, 400 North Avenue, Battle Creek, Michigan 49017-3398. Telephone: (616) 968-1611.

KNIGHT FOUNDATION --

Areas of Interest: Education, culture, health, social service programs, print journalism.

Types/Uses: Special projects, building, endowments, equipment, emergency funds, matching, budgets, seed money, general.

Funding: \$15.5 million in 1987.

Contact: Creed Black, President, One Cascade Plaza, Eighth Floor Akron, Ohio 44308. Telephone: (216) 253-9301.

KRAFT FOUNDATION --

Areas of Interest: Innovative self-help programs emphasizing nutrition, physical fitness, education, economic and community development; also public policy and culture; giving focused on minorities, women, and persons with disabilities.

Types/Uses: Building, endowment, research, general.

Funding: \$8.4 million in 1986.

Contact: Ronald J. Coman, Administrative Director, Kraft Court, Glenview, Illinois. Telephone: (312) 998-2419.

McKNIGHT FOUNDATION --

Areas of Interest: Human and social services.

Types/Uses: Research, operating costs, building funds, seed money, emergency funds.

Funding: \$27.8 million in 1986.

Contact: Russell V. Ewald, Executive Vice President and Secretary, 410 Peavey Building, Minneapolis, Minnesota 55402. Telephone: (612) 333-4220.

METROPOLITAN LIFE FOUNDATION --

Areas of Interest: Education, health, medical, civic, cultural.

Types/Uses: Budgets, research, loans, publications, special projects, general.

Funding: \$6.1 million in grants and \$4.5 million in loans in 1986.

Contact: Sibyl Jacobson, President, One Madison Avenue, New York, New York 10010-3690. Telephone: NA

CHARLES STEWART MOTT FOUNDATION --

Areas of Interest: Community improvement.

Types/Uses: Debt financing, emergency funds, loans, matching budgets, publications, seed money, special projects, technical assistance, general.

Funding: \$33 million for grants and \$650,000 for loans in 1987.

Contact: Judy Samelson, Director of Communications, 1200 Mott Foundation Building, Flint, Michigan 48502-1851. Telephone: (313) 238-5651.

MABEL PEW MYRIN TRUST --

Areas of Interest: Education, cultural programs, human services, health care including mental health.

Types/Uses: Seed money, building funds, equipment, matching funds, continuing support.

Funding: \$12.8 million in 1986.

Contact: Fred H. Billups, Jr., Executive Director, The Pew Charitable Trusts, Three Parkway, Suite 501, Philadelphia, Pennsylvania 19102-1305. Telephone: (215) 568-3330.

PILLSBURY COMPANY --

Areas of Interest: Youth, hunger, general community support.

Types/Uses: Administrative costs, matching, general.

Funding: \$4.8 million in 1989.

Contact: Carol B. Truesdell, Executive Director, 200 South Sixth Street, M.S. 37X5, Minneapolis, Minnesota 55402-1416.

THE PRUDENTIAL FOUNDATION --

Areas of Interest: Business and economic research and education, conservation and ecology, culture, education, health, public affairs and urban and community affairs.

Types/Uses: Budgets, seed money, emergency funds, debt financing, building, equipment, matching, consulting, technical assistance, research, special projects, general.

Funding: \$10 million in 1987.

Contact: Donald Treloar, Secretary, Prudential Plaza, Newark, New Jersey 07101. Telephone: (201) 877-7354.

PUBLIC WELFARE FOUNDATION, INC. --

Areas of Interest: Grassroots organizations with emphasis on environment, population, the elderly, youth underclass, criminal justice, community services, health and education. All funded programs must serve low-income populations.

Types/Uses: Matching, budgets, seed money, special projects.

Funding: \$9.5 million in year ending October 31, 1987.

Contact: C. Glenn Ihrig, Executive Director, 200 Virginia Avenue, N.W., Room 505, Washington, D. C. 20037. Telephone: (202) 965-1800.

SMITH RICHARDSON FOUNDATION, INC. --

Areas of Interest: Public Affairs (policy research programs and education), leadership projects.

Types/Uses: Research, publications, seed money, matching, special projects.

Funding: \$10.7 million in 1986.

Contact: A. Devon Gaffney, Director of Research, 210 East 86th Street, Sixth Floor, New York, New York 10028. Telephone: (212) 861-8181.

ROCKEFELLER FOUNDATION --

Areas of Interest: Science-based international development in agriculture, health, and population sciences; arts and humanities; and equal opportunity (also a flexible donation category for other areas).

Types/Uses: Matching, research, publications, special projects.

Funding: \$59 million in 1987.

Contact: Lynda Mullen, Secretary, 1133 Avenue of the Americas, New York, New York 10036. Telephone: 869-8500.

SHELL COMPANIES FOUNDATION, INC. --

Areas of Interest: Education and community funds.

Types/Uses: Building, equipment, budgets, publications, research, special projects, renovation, general.

Funding: \$15.7 million in 1986.

Contact: Mrs. Doris O'Connor, Senior Vice President, Two Shell Plaza, Post Office Box 1099, Houston, Texas 77252. Telephone: (713) 241-3616.

ALFRED P. SLOAN FOUNDATION --

Areas of Interest: Science and technology, education, economics and management, related social problems.

Types/Uses: Seed money, research, special projects, general.

Funding: \$17.5 million in 1987.

Contact: Albert Rees, President, 630 Fifth Avenue, 25th Floor, New York, N. Y. 10111-0242. Telephone: (212) 582-0450.

STARR FOUNDATION -- EDUCATION --

Areas of Interest: Limited contributions to hospitals and medical research, cultural programs, international affairs organizations and social services.

Types/Uses: Continuing support, building, endowments, research.

Funding: \$15.7 million in 1986.

Contact: Mr. Ta Chun Hsu, President, 70 Pine Street, New York, N. Y. 10270. Telephone: (212) 770-6882.